

New study centre gets go-ahead

by Charlotte Barry

Proposals for a new institute to analyse technological change have been given the official go-ahead by both the Social Science and Science Research Councils.

The Leverhulme Trust, which has been approached for initial funding of about £1.5m, is expected to make its decision at a meeting on Monday. The Centre for Analysis of Technological Change (CATCH) will analyse Government policy options on the use of resources, technological change and scientific development.

Approaches are being made to Sir Michael Swann, chairman of

the BBC and former principal of Edinburgh University, to see if he will head the governing body of the proposed new centre. The search committee for a director.

The expenditure level of CATCH hinges on whether the research councils will be given accommodation in London, or whether they will have to budget for the payment of rent and rates.

Over and above this, the expenditure of the proposed centre is expected to be a total of £3.5m over the first five years. During this period it is hoped that Leverhulme will give £1.5m which will be matched by the SRC and the SRC. An additional £0.5m over the five

years is expected to come from government and industry contracts. At the end of this initial setting-up period, the centre is expected to be viable and to cost an estimated £0.75m a year. Plans for the new centre come after the failure in 1978 of the SSRC's controversial plans for a general policy institute modelled on the Brookings Institution in Washington.

Much of the work done by the proposed CATCH would concern the relationship between scientific and technical development and its application in industry. Its inception follows discussion at a joint SSRC-SRC committee dealing with problems in the area of social impact of change.

First shots fired in poly bid for royal charter status

The first formal shots in an attempt to secure royal charter status for the polytechnics have been fired in Leicester.

The polytechnic's academic board has agreed to seek full charter status for Leicester, with sole responsibility for maintaining academic standards and validating courses as a long-term aim.

But as an interim step it wants to continue the association with the Council for National Academic Awards but would prefer the CNA to accredit rather than validate courses.

The decision, which now has to be considered by the polytechnic governors and Leicestershire Education authority, follows an initiative from the polytechnic director, Mr David Bethel, who is chairman of the Committee of Directors of Polytechnics.

Education authority officials believe it is unlikely that a final decision will be made until early April.

The proposals mirror an earlier

initiative by Mr Bethel in a letter to Mr Mark Carlisle, Secretary of State for Education. But it is known there is far from total agreement within CDP about the wisdom of the move.

To forestall particular criticisms likely to be levelled, for example, that the polytechnics might be aping the universities too closely, a number of safeguards have been written into the plans.

Any charter would contain a continuing commitment to a comprehensive form of higher education—especially recognizing the importance of part-time and non-degree work.

Behind the Leicester move is exasperation with the problems caused by local authority control over finances, which restricts planning to a one-year cycle. Although Leicester is faced with a 10.03 per cent cut from a "standstill" budget for 1980-81, the polytechnic and education authority officials stress that they enjoy a satisfactory and friendly relationship.



Russian studies staff plan closure fight

by Ngaio Crequer

A recommendation by the University Grants Committee to phase out Russian based studies at several universities is likely to be firmly resisted.

Staff have been openly dismayed by the conclusions of the specially commissioned report and although it remains formally unpublished, staff have been anxiously arranging meetings in departments and with senior university officers.

The UGC report on Russian and Russian Studies in British universities said that special consideration should be given to phasing out these studies at Keele, Lancaster, Queen Mary College, London, Reading, Sheffield, Sussex and East Anglia.

Russian at Aston, Heriot Watt, Strathclyde and UMIST should be discontinued and staff transferred to departments respectively, at Birmingham, Edinburgh, Glasgow and Manchester.

Staff at Aberystwyth should be transferred to Swansea or Bangor, and at Coleraine to Queen's University, Belfast. Only Bristol is earmarked for expansion and Essex courses should be strengthened.

The chief criticisms made by the staff are that research is almost ignored in the report, that recommendations have been made not on the grounds of academic criteria but expediency, that too little attention has been paid to the different kinds of courses offered by the universities, and that consultation has been minimal.

Dr P. D. Rayfield, acting head of the Russian departments at QMC, where the subject is under threat of the axe, said that staff would resist, "kicking and screaming all

the way to the gallows. I am dismayed at the sheer crudity of the exercise. It was not looked at in terms of the efficiency of departments but by the numbers of staff. At UEA where at least 10 members of the staff have international reputations in the field, staff have pledged to defend the subject and nationally.

Dr Tony Cross, of the School of Modern Languages and European History said: "The university is not formally discussed in the report but we find it devastating, highly sensitive and unjust."

At Sussex, Dr Sergei Ruckl, chairman of Russian studies, criticised the lack of consultation and of there was no formal visitation of the committees, simply question and answer sessions.

A spokesman for Reading University said that there was no official comment but it did seem "a bit of a look at Russian of all subjects in the present time. Russian was one of the strongest departments."

Of all those under threat, Lancaster seems to be on its own with the others. Although under a fight to keep the subject, the chancellor has made it clear that he was anyway going to look at Russian as part of a review of small operations in the university, where the reorganisation is for transfer of staff, said a spokesman.

A spokesman for Heriot Watt University, where the reorganisation is for transfer of staff, said the university would certainly not move. Russian was part of a department of modern languages and was very successful in attracting students and in getting them to keep Russian in the technical universities.

MPs' revolt on fees flounders

A potential revolt by backbench Tory MPs against the government's proposed rise in overseas students' tuition fees is floundering for lack of support.

An early day motion put down by seven Conservatives criticises the Government for its policy, which they say will be economically damaging for Britain and which calls into question the traditional respect for culture and civilisation. But, although the motion has now appeared seven times on the Commons order paper, only 27 MPs have signed it.

One of the sponsors of the motion, Mr Anthony Kershaw, who chairs the new select committee on foreign affairs, said he had been disappointed at the response from all sides of the House. He said it was unlikely that there would be pressure for a debate on the subject because this would run the risk of a rebuff.

The motion recognises the need for financial restrictions but "deplores the announcement by Her Majesty's Government that the fees for overseas students will be raised by 10 per cent from 1980-81 to 1981-82, and that the Government intend to increase these fees by a further 10 per cent in 1982-83."

Dr Kershaw described the problems of the UGC in advising on higher education when it knew little of the situation in the public sector. "It was considering ways that this might be remedied, but the UGC would be capable of acting not for the whole of the further and higher education in the United Kingdom but only for a small part of it."

The new charges would be by far the highest in the world and would handicap poorer students, especially those from poorer countries, yet would cause loss to the economy and damage to institutions both in the short and long term. "This is a very serious situation," he said, "and the Government must be aware of it."

On the subject of the demand and supply of higher education places, he said we were not yet in the post- Robbins era and would need to wait a year or two to find out if we were.

Plea for cash overseers

from front page
ported proposals by the Association of Metropolitan Authorities of those L.E.A.s which could not have suffered unreasonably from capping of the price of housing.

Three other authorities have made it known that they would like to see the opportunity to put a case for special treatment and officials are expecting they will agree to set up the new machinery.

The study group, which is examining alternative methods of administering the "pool", will begin its full-scale exploratory meeting this week. It is hoped that the group will be in place by the end of the month.

It is hoped that the group will be in place by the end of the month. It is hoped that the group will be in place by the end of the month.

It is hoped that the group will be in place by the end of the month. It is hoped that the group will be in place by the end of the month.

It is hoped that the group will be in place by the end of the month. It is hoped that the group will be in place by the end of the month.

It is hoped that the group will be in place by the end of the month. It is hoped that the group will be in place by the end of the month.

It is hoped that the group will be in place by the end of the month. It is hoped that the group will be in place by the end of the month.

It is hoped that the group will be in place by the end of the month. It is hoped that the group will be in place by the end of the month.

It is hoped that the group will be in place by the end of the month. It is hoped that the group will be in place by the end of the month.

It is hoped that the group will be in place by the end of the month. It is hoped that the group will be in place by the end of the month.

It is hoped that the group will be in place by the end of the month. It is hoped that the group will be in place by the end of the month.

Flowers threat to medical schools

by Robin McKie
Science Correspondent

Medical education in London is now under threat of drastic pruning with several schools facing closure and others expecting mergers with major institutions. These moves are expected in the almost-completed Flowers report on the financing of medical and dental education at London University.

Lord Flowers and his six-man committee will attempt to save about £3m a year, 5 per cent of London University's £60m annual

medical teaching bill, by cutting into administration structures and reducing staff levels through natural wastage. This will be done by:

- Closing Westminster medical school
- Shutting down the pre-clinical school at the Royal Free Hospital
- Ending pre-clinical education at either St Thomas's or King's College

Several institutes within the British Postgraduate Medical Federation also face the axe and the Royal Postgraduate medical school

at Hammersmith may also be closed. However, there is to be no cutback on the general numbers of medical students entering London University and economies are to be made by merging the remaining teaching hospitals into two or three large consortia.

One of these will be based on schools north of the Thames and will include University College Hospital, Middlesex Hospital and the Royal Free Hospital's clinical school. Several postgraduate institutes would also be brought within

the consortium and pre-clinical students previously educated at the Royal Free would be taught at Middlesex.

South of the river, a consortium would be set up consisting of King's College Hospital, King's College pre-clinical school, Guy's Hospital, and St Thomas's Hospital. Flowers originally proposed that King's College pre-clinical school would be axed but agreed to reconsider this after vociferous protests from the school. Now either King's or Guy's or St Thomas's may lose its pre-clinical school.

It is also possible that St Mary's Hospital and Bartholomew's Hospital may form the basis of a consortium in the east of London while it is expected that Charing Cross Hospital and St George's will expand their intake.

On the postgraduate side, several of the smaller institutes within the postgraduate medical federation are threatened. These include the Institute of Urology; the Institute of Dermatology; the Institute of Laryngology and Otolaryngology; the Institute of Orthopaedics; the Institute of Obstetrics and Gynaecology; and the Institute of Dental Surgery.

However, many problems will face London University if it chooses to implement the Flowers report which is scheduled for publication later this month. And a major obstacle will be the position of medical schools' charters which allow them relative independence from London University.

Although the university can close down a school by stopping funding it would require an Act of Parliament to let them use the building for other use. The Chancellor of the Duchy of Lancaster, Mr Norman St John-Stevas, has already hinted that such a move could prove a lot tougher than previously thought.

This drawback will no doubt become a major part of the protest campaign that will be launched when the report is published.

Two colleges face closure

by John O'Leary

Two Scottish colleges may face closure as a result of a review of teacher education being carried out by the government. An announcement on the fate of the ten teacher education colleges is expected shortly after Easter.

Ministers have consistently said that no colleges "future" can be guaranteed at a time of falling rolls in the schools but that no college would be closed unless it was not viable at present. Now, however, Mr Alex Fletcher, the minister responsible for the Scottish Education Department, has conceded that "two or three" colleges may be lost.

No structural changes are envisaged in the September intake, which will be announced next month, but Mr Fletcher is to reveal the Government's plan for teacher education in Scotland in a speech to the House of Commons in the near future.

Labour ministers' proposals in 1977 to close or merge three colleges were reversed and Scotland's 10 teacher education colleges have been reduced from more than 13,000 in 1975 to only 6,300 students this year.

Three colleges—Callander Park, Perth and Craiglockhart—now have fewer than 300 students and the number of teachers has fallen to levels which are attracting the attention of inspectors.

It is expected that Callander Park, with barely 200 students the smallest of the colleges, and Hamilton, with 250, will be the "greatest challenge" of closing one of only three colleges and Craiglockhart, with 300, will be the subject of a vigorous campaign.

Carter budget prunes student loan scheme

from Clive Cookson

WASHINGTON
The new United States Department of Education announced a full year's spending plans for the first time this week, as part of the 1981 Budget. Education Secretary Shirley Hufschneider promised the 1981 "will be a banner year for American education" but she presented a \$15.5 billion budget which is up only 7 per cent on this year—2 per cent less than the projected inflation rate.

Most of the \$900m new education funds will support a youth education and employment initiative "with the Labour Department by helping high schools teach disadvantaged pupils basic academic and job skills. There is some growth in other parts of the elementary and secondary education budget but expenditure on higher education will decrease by \$200m to \$5.4 billion. After inflation that will be a significant cut.

The savings will be made in student financial aid programmes, which make up 30 per cent of the higher education budget and which have grown enormously over the past few years. Although student grants are not being increased in line with the cost of living, the main cuts affect student loans.

The administration is assuming that Congress will accept its plans to spread the national direct student loan and the guaranteed student loan, and replace them with a new and less costly combination of basic student loan and supplementary funds.

The NSF budget contains funds (\$14m) to upgrade outdated university laboratories.

proposal and voted for an expansion of the existing system. The Senate is expected to be more sympathetic to the administration's reform but it seems unlikely that the government will be able to make all the savings proposed.

However the President's Budget also included generous increases for research and development. Mr Carter is asking Congress to appropriate \$5.1 billion for basic research, up 12 per cent on 1980.

Dr Frank Press, the President's science adviser, estimated that government expenditure on R and D at universities and colleges would also go up 12 per cent, to about \$4.7 billion. The defence department, which did extremely well in the Budget, will have 25 per cent more to spend on research in academic institutions next year. Dr Press said the Pentagon would make "a dedicated effort to re-cement its relationship with universities."

The administration wants to direct all new research funds to the physical sciences, mathematics and engineering. In real terms these fields have lost 13.5 per cent of their federal support since 1967. Dr Press said, while the life sciences have gained 19 per cent, President Carter is requesting only a 5 per cent increase for the time 1980 or 1981, will be subjected to severe scrutiny. Regional staff inspectors will insist that they come close to specified minimum enrolment targets or face closure.

Teachers' training courses, which are funded by the DES, will be judged on similar criteria; and new minimum figures may be set.



OU graduates meet prejudice

Graduates of the Open University seeking jobs in industry often come up against a barrier of ignorance and prejudice from employers who have doubts about the quality of their degrees.

There are still many employers who have not even heard of the Open University, vice-chancellor Lord Perry told the Royal Society of Arts this week in a review of the university's first decade.

Lord Perry, who was giving the annual Kenneth Stirling lecture, said that the university's academic credibility has outstripped its credibility in industrial circles.

"It will take some time to break down this barrier of ignorance and sometimes of prejudice," he said, "but we must continue our efforts to inform and educate such employers, but it is a difficult task," he said.

"I suspect that the biggest impact

will be made by our graduates themselves as they gradually come to hold managerial jobs in industry; but this is necessarily a slow process."

Lord Perry described the Government's decision to give the fourth channel to the IBA as a disturbing factor now the BBC wants to reschedule OU programmes at times inconvenient to many students.

Unless carefully constructed, the likely outcome of the IBA plans is that "competition for television channels will develop between ITV 2 and BBC 2 as it currently ranges between BBC 1 and ITV 1, he said.

The OU is going to have to explore the possibility of broadcasting between midnight and 6 am. Using the mass media creates additional problems relating to institutional academic freedom, and the OU should evolve a code of practice to protect it, Lord Perry emphasised.

The University of Stirling has appointed Sir Kenneth Stirling, professor of economics at Stirling University and chairman of the Highlands and Islands Development Board, as its new principal and vice-chancellor. He succeeds Dr W. A. Cranford who is shortly to take up a senior medical post in Australia.

Sir Kenneth "utterly dismissed" rumours that Stirling headed a government list of potential university closures and said he saw his task as developing the university.

"The economies of scale which larger universities enjoy are not possible with us, but there is also an advantage to be exploited in this," he said.

"I really do believe that in universities small can be beautiful. Unfortunately, we are still too small to be able to flourish in full beauty. What we need is a gradual and well considered growth."

UGC defends closed door approach

by Sandra Hempel

Battles between the University Grants Committee and the Department of Education and Science are always fought behind closed doors. This may not fit the current call for open government but it is essential if the UGC is to retain confidence of the universities. MPs on the select committee for education were told.

Dr E. W. Parkes, chairman of the UGC, said the only occasion he could envisage when the committee would make public its disagreement with the government would be over an issue so grave that it would involve the resignation of the UGC.

Pressed by MPs about the UGC's role in relation to the government of the day, Dr Parkes denied that

it had become an arm of government. Referring to the UGC's recent letter to universities in which the search for a new director was announced, he said: "The changes in levels of funding might affect them. Dr Parkes said the DES did not know about the letter before it went out. The options were chosen by the UGC. Questioned about the second round of DES offers to the UGC, Dr Parkes said their terms were firmly with the committee."

The UGC would need to give firmer assurance on the question of resources in the future, said Dr Parkes and the proposals to limit 20 named departments were a small sample of this, he said. In the present climate of economic restraint there would have to be cuts in some areas to fund innovation and growth in others, he said. Pressed

on the question of redundancies to university staff the UGC had an indication of the numbers of staff which must be shed but it depended on various unknowns.

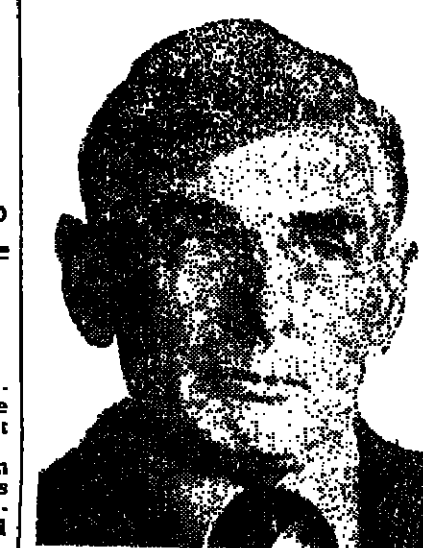
Dr Parkes described the problems of the UGC in advising on higher education when it knew little of the situation in the public sector. "It was considering ways that this might be remedied, but the UGC would be capable of acting not for the whole of the further and higher education in the United Kingdom but only for a small part of it."

The new charges would be by far the highest in the world and would handicap poorer students, especially those from poorer countries, yet would cause loss to the economy and damage to institutions both in the short and long term. "This is a very serious situation," he said, "and the Government must be aware of it."

On the subject of the demand and supply of higher education places, he said we were not yet in the post- Robbins era and would need to wait a year or two to find out if we were.

Contents

Miller's Tale



Terence Miller looks back; without much pleasure, on ten stormy years as director of PNL, 10

Official records

Donald Watt argues that the best secrets for historians are often those that have been kept longest, 11

Liverpool and Derby

Ngaio Crequer reports on the success story of Liverpool University, 8

John O'Leary visits Derby Lonsdale College—next in line to become a polytechnic? 7

Cold wind for Russian

Zbynek Zeman argues that the Atkinson report is not the answer to the present crisis of Russian studies, 12

John Hughes

Charlotte Barry talks to Ruskin's new principal who believes the college should be the centre of protest against inequality, 7

Economics books

Keynes, China, inflation, and trade are among the subjects of new books on economics, 17-20

North American news	5
Overseas news	6
Books	14-20
Noticeboard	21
Classified index	22
Letters	30

College merger recommended

by Paul McGill

Queen's University has strongly recommended the closure of Northern Ireland's two Roman Catholic teacher education colleges and the concentration of teacher training on the site of the state-owned Stranmillis College.

Other bodies, such as the Ulster Teachers' Union, have already backed full religious integration of student teachers, but the university's views are bound to influence strongly the Higher Education Review Group, to which they were submitted.

The education minister, Lord Eton, has already asked the group, which is chaired by Sir Henry Chilver, to make an interim report on teacher education before May, so the fate of the Catholic colleges and the other training institutions should be known this year.

The Queen's submission is surprisingly blunt, claiming that Government cuts in student teacher intakes "seriously jeopardize the viability of the colleges and their capacity to sustain their present range of activities".

It argues that the most Stranmillis can expect is 541 students, including 125 postgraduate and in-service places, while St Mary's and St Joseph's (the Catholic colleges) can expect no more than 524 between them.

"On these figures," says the submission, "there is no justification for maintaining the present structures in and between the colleges of education. Indeed it would be economically harmful to do so."

The average number of students in each class would be extremely wasteful of resources and, in addition, staffing problems would be inevitable.

Queen's goes on to say that with a teaching obligation of 17 academic subjects and four or five options in professional studies, the average number of staff in each department would be about two. "On this evidence and even considering St Mary's and St Joseph's as a single unit, the status quo is clearly untenable on all grounds", it concludes.

The evidence to Chilver goes on to consider several options, all of them involving the closure of at least one of the voluntary colleges. First is an integrated autonomous college at Stranmillis, to which Queen's would give the status of "recognized college". It would have about 800 BEd students, as well as postgraduate and in-service teachers, and the combined teaching staff would be "adequate" for the required range of courses.

"This arrangement would make the best use of available physical and human resources and could easily and smoothly be expanded should further with less trouble than other possible arrangements in this category."

"The physical proximity of Stranmillis to Queen's is a very substantial bonus: it must greatly facilitate joint arrangements through central concentration of staff, in the best interests of staff and students, and moreover the university area of Belfast is well suited to 'mixed' student groups", says Queen's.

Another option is a federation of colleges, wholly or partly at Stranmillis, divided between it and one of the Catholic institutions. Whichever it was, the university says that academic policy, planning, administration and most of the teaching should be on a fully integrated basis.

However, the possibility of retaining one of the Catholic colleges is not viewed favourably. "This would have all the familiar and considerable disadvantages of split-site dispersal. In addition it would mean a two-term part-occupancy of all the sites, which would be uneconomical and there would be no offsetting advantages: indeed there would be added disadvantages in that many of the undesirable aspects of the status quo would be perpetuated."

"The final and most far-reaching option is for Queen's itself to accept full responsibility for all aspects of teacher education by setting up a new school of Education or Education Centre, similar to that at the New University of Ulster."

"Academic and administrative effectiveness, efficiency and flexibility would thereby be maximized; standards would be enhanced; and rationalization would replace wasteful competition", says the submission.

However, a problem is that the university's charter bars it from discriminating on the grounds of race, sex, political belief or creed. It could not ensure that guaranteed numbers of Catholic teachers were produced to meet the needs of Catholic schools.

The submission does not express a preference for any one of these options, but it does strongly recommend a single-site concentration at Stranmillis as being in the best interests of academic and training standards.

It also argues that intake cuts have forced the university to take measures discordant with its traditional practice, in particular reducing places on the graduate certificate course to qualified graduates.

Chilver has also meant "gross under-use" of resources and therefore wastage of money, reduced the Queen's department of education in size so that it was barely viable and deprived it of its international perspective by limiting intake to students from the Province.

In its evidence, Queen's also calls for the BEd degree to be increased to at least four years, an increase in the proportion of students who proceed to teaching via the consecutive method of an honours degree plus postgraduate training, major expansion in in-service training, a larger pool of supply teachers, refresher courses for teachers who have been out of the profession for a few years and more full-time awards for teachers who wish to do research.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

Polytechnics gain ground on university pay levels

by David Jobbins

The pay gap between polytechnic and college lecturers and their university colleagues is being closed. The 7.5 per cent interim award agreed last week and the increases paid from April 1979 together represent a 17 per cent improvement on public sector 1978 salaries. And there is the expectation of more to come when the Clegg comparability commission reports probably early in April.

By comparison university lecturers have accepted 16 per cent—10 per cent backdated to October 1979 and the rest in April. But they too are about to go to Clegg.

Public sector lecturers' union leaders accepted the offer after talks with management representatives on a 10 per cent interim claim lodged when Professor Hugh Clegg announced he could not produce an interim report. It is payable from January 1 on pay scales which include last April's 9.3 per cent award.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

But he added: "It does give members money in their pockets now, which they were expecting, and together with the increase paid from April last year represent an improvement of over 17 per cent on lecturers' 1978 salaries."

The inner London allowance goes up from £474 to £609; outer London from £327 to £408; and the allowance for the "fringe" area from £159 to £177.

NATFHE's negotiating council meets next Thursday to decide the union's salary policy for 80. The council will find it hard to resist the offer, which is a 17 per cent improvement on public sector 1978 salaries. And there is the expectation of more to come when the Clegg comparability commission reports probably early in April.

By comparison university lecturers have accepted 16 per cent—10 per cent backdated to October 1979 and the rest in April. But they too are about to go to Clegg.

Public sector lecturers' union leaders accepted the offer after talks with management representatives on a 10 per cent interim claim lodged when Professor Hugh Clegg announced he could not produce an interim report. It is payable from January 1 on pay scales which include last April's 9.3 per cent award.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

Management gave the union leaders an assurance that the award will not affect negotiations on a completely separate January 1 payment which may still emerge from the union.

The minimum increase will be £288 a year—and the money should be in February pay packets. The £5 a month, paid since April on, will be clawed back—but over four months instead of three as originally intended.

North American News

Carnegie report predicts 'golden age'

by Clive Cookson

WASHINGTON

The next 20 years will be a "golden age" for students, the Carnegie Council on Policy Studies in Higher Education predicts in its final report. Faculty members and administrators have already had their golden age over the past 20 or 30 years, but their prospects for the rest of this century are not as bleak as many of them believe.

The Carnegie Council bases the relative optimism of its farewell message on the United States will have fallen by 5-15 per cent by the year 2000 and the number of graduates will have dropped by at least 10 per cent. This prediction contrasts with forecasts from several other sources of a 40 per cent decline in enrolments, said Clark Kerr, the chairman of the council.

Dr Kerr said the Carnegie Commission on Higher Education, since 1967.

The council, which has been the most influential higher education think-tank in the United States, now goes out of business, and Dr Kerr who is 68, retires to a life of writing, lecturing and consulting. His work will be taken over by the Carnegie Foundation for the Advancement of Teaching under the presidency of Ernest Boyer, the former US Commissioner of Education.

Dr Boyer is not yet ready to pronounce what he intends to follow, but the speculation is that his leadership will be more activist than Dr Kerr's.

The final report of the old Carnegie Council, *Three thousand futures: the next 20 years in higher education*, brings together many of the themes that run through the 130 studies which the council has produced or sponsored since 1967. Although the main text is only 157 pages long, it is backed up by 12 supplementary volumes which will be published later this year.

But all the conclusions depend on the accuracy of the prediction that the overall decline in enrolments will be less than 15 per cent. Although the United States census bureau projects a 23.3 per cent decline in the 18-24 age group by 1997, the Carnegie Council expects this to be offset by a number of factors, notably increased participation by people over 25.

"This age-group is growing, more of its members have begun to college and are therefore inclined toward continuing learning, and more of those who have not enrolled may do so, either for job advancement or to enhance non-vocational interests," says the report.

For institutions, and especially for their younger faculty members, the "demographic depression" will bring difficulties, of course, but impact will vary greatly between different regions and between types of institutions.

Geographically, the northern and eastern states are most vulnerable and will suffer at least a 10 per cent loss of their comparative liberal and conservative trends. On the conservative side, fewer students this year than last favour legal abortions (53.3 per cent in 1979, 56.7 per cent last year) or legalisation of marijuana (46.1 per cent this year, 49.5 per cent in 1979).

There is less support than ever for the proposal that "colleges grades should be abolished" (16.2 per cent, compared to 17.8 per cent last year and 42.6 per cent in 1971) and much more for the proposition "student publications should be cleared by college officials" (40.3 per cent, up from 35.9 per cent last year).

On the other hand more students support "Bussing to achieve racial balance in the schools" (44.1 per cent, up from 41.5 per cent last year and 37.0 per cent in 1976) and abolition of the death penalty (34.5 per cent, up from 32.6 per cent last year). More agree with the proposition to public colleges (35.2 per cent, compared to 32.2 per cent last year) and with preferential treatment for disadvantaged applicants in admissions (38.2 per cent this year, 35.5 per cent last year).

Moreover the percentage of students reporting that they decided to go to college to improve their reading and study skills reached an all-time high in 1979 (39.1 per cent, up from 37.7 per cent last year and 22.2 in 1971).

Politically, the percentage of students who describe themselves as "Liberal" (22.5 per cent) or "far left" (2.0 per cent) continues to decline, while the percentage of students who describe themselves as "middle of the road" (6.6 per cent) or "conservative" (6.9 per cent) has risen.

On specific issues, their attitudes show an interesting mixture of liberal and conservative trends. On the conservative side, fewer students this year than last favour legal abortions (53.3 per cent in 1979, 56.7 per cent last year) or legalisation of marijuana (46.1 per cent this year, 49.5 per cent in 1979).

There is less support than ever for the proposal that "colleges grades should be abolished" (16.2 per cent, compared to 17.8 per cent last year and 42.6 per cent in 1971) and much more for the proposition "student publications should be cleared by college officials" (40.3 per cent, up from 35.9 per cent last year).

On the other hand more students support "Bussing to achieve racial balance in the schools" (44.1 per cent, up from 41.5 per cent last year and 37.0 per cent in 1976) and abolition of the death penalty (34.5 per cent, up from 32.6 per cent last year). More agree with the proposition to public colleges (35.2 per cent, compared to 32.2 per cent last year) and with preferential treatment for disadvantaged applicants in admissions (38.2 per cent this year, 35.5 per cent last year).

Moreover the percentage of students reporting that they decided to go to college to improve their reading and study skills reached an all-time high in 1979 (39.1 per cent, up from 37.7 per cent last year and 22.2 in 1971).

Politically, the percentage of students who describe themselves as "Liberal" (22.5 per cent) or "far left" (2.0 per cent) continues to decline, while the percentage of students who describe themselves as "middle of the road" (6.6 per cent) or "conservative" (6.9 per cent) has risen.

On specific issues, their attitudes show an interesting mixture of liberal and conservative trends.



Ernest Boyer: more activist?

Clark Kerr: ready to retire.

Other favourable factors will be a continuation of the long-term increase in college-going by women, and a decline in drop-out rates as colleges intensify their efforts to retain students. On the other hand the council does not expect a substantial further decline in men's college participation rate, which has been falling for the past decade.

(More pessimistic forecasts from other sources are based on the expectation that many fewer men aged 18-24 will go to college as the age group shrinks, because there will be so many jobs for young people that a graduate will no longer have much better career prospects.)

As enrolments slide gently downwards after 1982, "students will seldom, if ever have had it so good" as the Carnegie Council said. They will be recruited more actively, admitted more readily, retained more assiduously, counselled more attentively, graded more considerably, financed more adequately, taught more conscientiously, placed in jobs more intently, and the curriculum will be more tailored to their tastes.

For institutions, and especially for their younger faculty members, the "demographic depression" will bring difficulties, of course, but impact will vary greatly between different regions and between types of institutions.

Geographically, the northern and eastern states are most vulnerable and will suffer at least a 10 per cent loss of their comparative liberal and conservative trends. On the conservative side, fewer students this year than last favour legal abortions (53.3 per cent in 1979, 56.7 per cent last year) or legalisation of marijuana (46.1 per cent this year, 49.5 per cent in 1979).

There is less support than ever for the proposal that "colleges grades should be abolished" (16.2 per cent, compared to 17.8 per cent last year and 42.6 per cent in 1971) and much more for the proposition "student publications should be cleared by college officials" (40.3 per cent, up from 35.9 per cent last year).

On the other hand more students support "Bussing to achieve racial balance in the schools" (44.1 per cent, up from 41.5 per cent last year and 37.0 per cent in 1976) and abolition of the death penalty (34.5 per cent, up from 32.6 per cent last year). More agree with the proposition to public colleges (35.2 per cent, compared to 32.2 per cent last year) and with preferential treatment for disadvantaged applicants in admissions (38.2 per cent this year, 35.5 per cent last year).

Moreover the percentage of students reporting that they decided to go to college to improve their reading and study skills reached an all-time high in 1979 (39.1 per cent, up from 37.7 per cent last year and 22.2 in 1971).

Politically, the percentage of students who describe themselves as "Liberal" (22.5 per cent) or "far left" (2.0 per cent) continues to decline, while the percentage of students who describe themselves as "middle of the road" (6.6 per cent) or "conservative" (6.9 per cent) has risen.

On specific issues, their attitudes show an interesting mixture of liberal and conservative trends. On the conservative side, fewer students this year than last favour legal abortions (53.3 per cent in 1979, 56.7 per cent last year) or legalisation of marijuana (46.1 per cent this year, 49.5 per cent in 1979).

There is less support than ever for the proposal that "colleges grades should be abolished" (16.2 per cent, compared to 17.8 per cent last year and 42.6 per cent in 1971) and much more for the proposition "student publications should be cleared by college officials" (40.3 per cent, up from 35.9 per cent last year).

On the other hand more students support "Bussing to achieve racial balance in the schools" (44.1 per cent, up from 41.5 per cent last year and 37.0 per cent in 1976) and abolition of the death penalty (34.5 per cent, up from 32.6 per cent last year). More agree with the proposition to public colleges (35.2 per cent, compared to 32.2 per cent last year) and with preferential treatment for disadvantaged applicants in admissions (38.2 per cent this year, 35.5 per cent last year).

Moreover the percentage of students reporting that they decided to go to college to improve their reading and study skills reached an all-time high in 1979 (39.1 per cent, up from 37.7 per cent last year and 22.2 in 1971).

Politically, the percentage of students who describe themselves as "Liberal" (22.5 per cent) or "far left" (2.0 per cent) continues to decline, while the percentage of students who describe themselves as "middle of the road" (6.6 per cent) or "conservative" (6.9 per cent) has risen.

On specific issues, their attitudes show an interesting mixture of liberal and conservative trends.

share of college enrolments to the south and west. "The overall decline cannot possibly get so bad that anybody in Utah, for example, will know that anything untoward has happened", Dr Kerr commented.

The most vulnerable category of institution includes the 470 less selective (four year) liberal arts colleges—almost all private and Dr Kerr put it, "with admissions standards that are often close to open admissions already". Many of the 255 private (two year) junior colleges are in grave danger too.

Also vulnerable, though less so, are the so-called comprehensive universities and colleges, which have some postgraduate programmes but are mainly undergraduate institutions, and the less prestigious doctorate-granting universities.

Prestigious research universities, the most selective liberal arts colleges, and public community colleges, should remain in good shape. The research institutions "only serious difficulties will be in the academic doctorate areas, some of which will be severely affected", the report says.

Faculty members, whose average real income dropped about 13 per cent during the 1970s, will continue to lose ground financially for the rest of this century—certainly relative to average salaries in other fields and perhaps in absolute terms too. The total number of full-time academics, which was increasing by about 20,000 a year during the 1960s and early 1970s, has now stopped growing and is

liberal and conservative trends. On the conservative side, fewer students this year than last favour legal abortions (53.3 per cent in 1979, 56.7 per cent last year) or legalisation of marijuana (46.1 per cent this year, 49.5 per cent in 1979).

There is less support than ever for the proposal that "colleges grades should be abolished" (16.2 per cent, compared to 17.8 per cent last year and 42.6 per cent in 1971) and much more for the proposition "student publications should be cleared by college officials" (40.3 per cent, up from 35.9 per cent last year).

On the other hand more students support "Bussing to achieve racial balance in the schools" (44.1 per cent, up from 41.5 per cent last year and 37.0 per cent in 1976) and abolition of the death penalty (34.5 per cent, up from 32.6 per cent last year). More agree with the proposition to public colleges (35.2 per cent, compared to 32.2 per cent last year) and with preferential treatment for disadvantaged applicants in admissions (38.2 per cent this year, 35.5 per cent last year).

Moreover the percentage of students reporting that they decided to go to college to improve their reading and study skills reached an all-time high in 1979 (39.1 per cent, up from 37.7 per cent last year and 22.2 in 1971).

Politically, the percentage of students who describe themselves as "Liberal" (22.5 per cent) or "far left" (2.0 per cent) continues to decline, while the percentage of students who describe themselves as "middle of the road" (6.6 per cent) or "conservative" (6.9 per cent) has risen.

On specific issues, their attitudes show an interesting mixture of liberal and conservative trends. On the conservative side, fewer students this year than last favour legal abortions (53.3 per cent in 1979, 56.7 per cent last year) or legalisation of marijuana (46.1 per cent this year, 49.5 per cent in 1979).

There is less support than ever for the proposal that "colleges grades should be abolished" (16.2 per cent, compared to 17.8 per cent last year and 42.6 per cent in 1971) and much more for the proposition "student publications should be cleared by college officials" (40.3 per cent, up from 35.9 per cent last year).

On the other hand more students support "Bussing to achieve racial balance in the schools" (44.1 per cent, up from 41.5 per cent last year and 37.0 per cent in 1976) and abolition of the death penalty (34.5 per cent, up from 32.6 per cent last year). More agree with the proposition to public colleges (35.2 per cent, compared to 32.2 per cent last year) and with preferential treatment for disadvantaged applicants in admissions (38.2 per cent this year, 35.5 per cent last year).

Moreover the percentage of students reporting that they decided to go to college to improve their reading and study skills reached an all-time high in 1979 (39.1 per cent, up from 37.7 per cent last year and 22.2 in 1971).

Politically, the percentage of students who describe themselves as "Liberal" (22.5 per cent) or "far left" (2.0 per cent) continues to decline, while the percentage of students who describe themselves as "middle of the road" (6.6 per cent) or "conservative" (6.9 per cent) has risen.

On specific issues, their attitudes show an interesting mixture of liberal and conservative trends.

Overseas News

Rhodesian black tipped to head university

from Fred Cleary

SALISBURY

The birth of the new state of Zimbabwe in February will coincide with the appointment of a new principal—probably an African—to the University of Rhodesia.

Current favourite is Professor Gordon Chavundukwa, 48, a former leading figure in Bishop Abel Muzorewa's United African National Council Party but who turned his back on politics to work as a professor of sociology. This quietly spoken moderate would be a popular choice inside and outside the campus.

Professor Robert Craig, 62, who has held the post for the past decade is retiring voluntarily to his native Fife where he hopes to work as a minister of the Church of Scotland. Although he never regarded himself as more than an amateur administrator Craig stepped into the breach at a critical stage when this comparatively new multiracial university and the country itself were experiencing deep political trauma.

African nationalism was pounding at the very foundations of the white supremacist governmental and social

society while Mr Terence Miller, the second principal, had brought upon himself the wrath of large sections of the white community for his liberal and outspoken views.

After two years Mr Miller resigned and Professor Craig, an avuncular professor of theology was appointed in December 1969. After several nasty riots the political temperature cooled by mid 1973 and the students went back to work with only the occasional low-key outburst and demonstration. Craig does not claim that race relations on the campus itself are perfect even today.

"I would say there is a high degree of tolerance or pragmatic co-existence rather than racialism," he said. "The place has held together because everyone, staff and students, black and white, realized they would sink or swim together." The university has approximately two thousand students—nearly one thousand are black, 500 white and the balance drawn from other races. Military call-up has reduced the year's intake slightly.

In the early years most African students were attracted to the social sciences but in recent times there has been a shift to disciplines like teaching, engineering, accountancy, medicine, agriculture, pharmacy

and commerce and law. A faculty of veterinary medicine is planned—a particular pet project of Professor Craig who said he was fully aware of the vital role the beef industry had and would be playing in the state's economic future.

"The trend of studies is in the especially pleased as the interest shown by black students in agriculture. We have about one hundred students, including eight or ten women, working for their BSc Agric. This is remarkable when one considers that a few years ago we only had a handful of white agricultural students here. Yes, I believe our African people are beginning to realize that this is primarily an agricultural country and they are seeing what you might call the green light."

Despite many difficulties including the deportation of politically undesirable staff by the Smith government, emigration and the war, the University of Rhodesia has generally managed to maintain staff recruiting at a satisfactory level. At present there are 259 academic teachers of which approximately 20 per cent are African. During the past 14 months 17 chairs, including the first black librarian, have been appointed and there are currently

between thirty and forty vacancies. Professor Craig boasts that the overall standard of education in the university's 23-year history has always been remarkably high.

Professor Craig did not comment on the severe problem the country has had in keeping its well qualified medical students in the country. Too many leave for overseas, some to specialise but others for political and financial reasons.

Although the country was in the political wilderness for the past 14 years the University of Rhodesia has always been well supported by the international academic fraternity, especially the Association of Commonwealth Universities based in London.

The University of Rhodesia has continued its full membership and through it has maintained vital channels when it came to staff recruiting. The British government has also never wavered in its support, financial and otherwise, in spite of UDI. Money has not come directly but mainly through the World University Service. With political barriers now dismantled and economic sanctions a thing of the past the university, like the rest of the country, is looking forward in eager anticipation to a major upswing in development.

Funding plans for academics meet hostility

from Lionel Cohen

AMSTERDAM

Long-term changes in research financing recently announced by the Dutch government have met with a generally hostile reception from the universities.

In a series of articles just published leading Dutch academics have variously criticized the government's plan as an attack on research freedom and a restriction on university autonomy, while the many smaller difficulties which it may add to research administration have been pointed out.

Yet at first sight the government's new plan seems reasonable enough in the face of a constantly rising research budget, since its primary objective is to ensure a clearer public accountability in the use of the public money spent. According to the education minister, Dr Pais, it also makes sense to draw up nationwide criteria for research priorities, so that the nation's work may be avoided or encouraged.

However, instead of merely adopting existing systems of research financing to meet the new requirements, the government has proposed—and has already begun to implement—a transfer of funds from the general state budget for university personnel and into the budget of the country's national research organization—roughly the Dutch equivalent of the British UGC.

The effect of this is to ensure each year a gradual expansion in the proportion of research based upon short-term "project-funding" which meets approved government criteria, while at the same time reducing the proportion of "fixed" university research which are relatively free to choose their own research subjects, to practice the government's announced intention to be double, in real terms, the level of funding of project-research over a five-year period ending in 1990 and to finance this entirely by the corresponding reduction in the cost of permanent staff salaries by replacing these posts as they holders leave or retire.

For the universities this means not only a loss of their "core" research staff, but also a loss of their teaching capacity. The government plans to go even further, since it is also now proposing that additional staff criteria will be built into the scheme to select the kind of research staff that the universities employ for such work. For example, preference will be given to younger researchers, to graduate students, to research projects undertaken by women.

In some universities there are already a larger proportion of women research staff than there are men graduates.



Charlotte Barry profiles John Hughes, new head of the famous adult residential college

John Hughes and, right, Ruskin's new Headington campus

The pause that refreshed Ruskin's principal

A two-year stint as deputy chairman of the now-extinct Price Commission proved a refreshing interlude for John Hughes before he came back to take over as the new principal of Ruskin College, Oxford, last autumn.

The break proved a real challenge and enabled him to withdraw temporarily and take stock of his 20 years at the famous adult residential college, first as a tutor and then as vice-principal to Billy Hughes, who has just begun his retirement.

"It is always difficult for someone to succeed from the inside," he says straightforwardly. "It meant I was able to stand back from Ruskin to a certain extent."

During his two years with the Price Commission John Hughes headed and completed 25 investigations into nationalized industries and major companies, spending an average of three months in each one. At the same time he continued to teach economics and industrial relations at Ruskin.

"I worked very hard," he remembers. "It was absolutely fascinating because it was the first time I had been working with really powerful research resources and constraint of time."

This absorbing interest in the work at hand is typical of him. A stocky man in his early 50s, with crisp grey hair, a strong chin and short, stubby hands, he carries an air of suppressed energy and enthusiasm which is highly infectious.

Well known for a wide range of public activities, he has been a member of the Industrial Development Advisory Board, has acted as an adviser to the TUC and the Labour Party and has written a number of Fabian pamphlets. He is also a governor of the London Business School, which embarrasses him slightly.

He has been involved in teaching adults ever since leaving Oxford University with a degree in PPE in 1957. Ironically, his decision to enter this particular field of education was made when, as a working class youth on a state scholarship, he came across students from

"While up at Oxford I joined the Labour Club and other clubs offering the chance to discuss social problems and I met a whole range of Ruskin students who enormously impressed me," he says.

For the next seven years Mr Hughes taught in the extra-mural departments of Hull and Sheffield universities. As an adult tutor he struggled to teach workers whose lives were circumscribed by continuous shift systems, and he was driven to holding extra classes in his own home in order to catch them coming off as well as going on shifts.

Eventually, as he relates with unbridled gusto, he became involved in the first of the Derbyshire miners' day release schemes—a two day a week, three year programme which produced some outstanding results and sponsored a number of people, including Eric Varley, who went to Ruskin and later became a Labour Minister.

This experience led to Mr Hughes' unshakable belief that paid release from work is the key to a successful adult education programme which will help people adapt to social and economic change and raising personal upheaval and disturbance. He also feels it is one way of reducing the working week without cost.

"Priority should be given to short term day release," he emphasizes time and time again. "Change and learning are inseparable. There are numerous opportunities for offering long term day release in an ambitious but realistic extra-mural programme."

Following a period in Scunthorpe, Mr Hughes moved to Ruskin in 1967 and joined a teaching programme which revolved round a fixed two year course, the Oxford University special diploma in social studies. The majority of students then moved on to university and entered the world of work.

"I felt increasingly as a tutor here that we were cramped," he says in retrospect. "We were successful, but frozen, and had to find a way of breaking out. We

felt we had to set up an independent diploma without the Oxford University cachet."

The result was the new course in the adult studies which quickly became the most popular in the college. For the first time it allowed students to develop the framework of study that suited them best, as they linked theory with practice.

In an attempt to break a little from the tutorial system students were given the chance to write an independent thesis, linked to an oral test. Continuous assessment and 48-hour exercises also enabled them to escape from the traditional battery of exams.

The college also introduced its own diploma in social studies which now runs alongside similar programmes in development studies, history, literature and applied social studies.

"I think we have managed to achieve a choice of courses that are much better suited to adult students, and an examining process which is more difficult but more realistic and more helpful," Mr Hughes says. "It has resulted in a disciplined but much more creative educational process."

During this period in the early 1960s, the college embarked on a building programme. A first year centre was developed in a picturesque setting on the outskirts of size to the present 180 full-time students.

During the recruitment period, Ruskin looks for students who have not gone through normal educational processes. Selection is by essay and interview. Although most students are aged between 25 and 45, there is no longer a formal upper age limit and Mr Hughes is keen to admit more women provided he can persuade them to apply.

He is more sensitive to the fact that more women want to move from family involvement into paid employment or further education.

In a never pursued a system of educational credit whereby women could build up credits in the years spent rearing children which could be cashed in (in terms of opportunities) for educational development.

At the moment, fewer than a quarter of the students who apply are female. Mr Hughes always treats with sympathy applications from local women who want to carry on living at home, but they are often beset with domestic problems.

Ideally, he would like to build more married quarters and provide purpose-built accommodation for single parents. The whole argument is that you want people as far as possible to have all the support services and facilities so they can concentrate on their studies," he says.

Some 20 per cent of Ruskin students are from overseas, and their countries of origin strongly reflect Commonwealth ties, as Ruskin has been instrumental in training a number of African national and trade union leaders. Over the years there has also been a trickle of immigrant students.

The college maintains its traditional ties with the Labour movement and many students are funded by trade unions and similar bodies as well as the DES. Mr Hughes is full of praise for the trade union movement as a powerful educational resource which develops confidence and gives people the administrative ability to control their own destinies.

"A lot of people are active trade unionists who would never think of applying to higher education, but they think of Ruskin as something within their frame of reference," he says.

Having completed their diplomas, most students go on to university. Many aspire to become adult educators. Not surprisingly, few return to their old jobs.

In spite of teaching his students to use independent, rational judgment, Mr Hughes still fears that Ruskin might be seen as a small enclave in another world, or even a haven for the unemployed. Therefore, as principal, he is carrying on the programme of change, experiment and development which he helped engineer over the past 15 years in an attempt to help the

college turn outwards and effectively create another Ruskin.

The initiative takes the form of the Trade Union Research Unit, of which he is director, and which acts as a catalyst to encourage the development of research resources in the 50 affiliated trade unions; the history workshop which attempts to take an alternative view of the subject; and the Trade Union International Research and Education Group (TUIREG) which looks at the problems of Third World development.

At the same time they are branching out in original research work, such as looking at collective bargaining in industry, and embarking on an ambitious redesign of the applied social studies diploma.

This link of resources and outside initiative helps to give those at Ruskin a sense of playing a wider social role which in turn encourages more experiment and creativity. "In that sense I hope we are on the turn of a new era," says Mr Hughes. "Without being too ambitious we may demonstrate that there is a real world of adult education, not one that is just shaping people in the university mould."

Coupled with this is his very real concern that universities cater only for a highly qualified elite of 18-21-year-olds and fail to help people into a more democratic and participatory system because their teachers are isolated from the pressure points in society.

"We have to find some way of handling what is now a highly urbanised society with grave problems of adjustment," he says. "What worries me is the extent to which the school system and the university system are all closed in on themselves and wouldn't want Ruskin to close in on itself."

"I think I come back to the feeling that Ruskin has to try and be a centre of excellence and in an important sense a centre of protest against inequality. We have to express academic and professional concerns about the conditions of people here and elsewhere. It's a matter of transferring that into methods of work."

Student union move to heal the breach

from Guy Neave



PARIS

Despite hesitations, moves are afoot to bring together the major left-wing organizations in the French student movement. If successful, the discussions will bring to an end a decade of internecine strife which began in the aftermath of May 1968.

The left of the student movement in France is divided into three main groups. The first, the Union Nationale des Etudiants de France (UNEF), is closely followed by the Communist Party line. Formed in 1965 as a result of a breakaway by the Communist members of the national union of students, it is perhaps the best organized, national

The other half of the Union, calling itself the Union Nationale des Etudiants de France (UNEF), is split between the Communist Revolutionary League, a Trotskyite body, and the League of Socialists, a group of particularly influential, French, among the left.

The third group, which over the past few years has been especially active in elections to student welfare associations, the Mouvement d'Action Syndicale (MAS), drew its support from individual faculties rather than relying on a national organization.

Over the past few weeks, UNEF Unites Syndicate took the initiative. It has proposed the three groups should meet together to work out a concerted programme. The question still remains, however, what the meeting to discuss this will take place. If UNEF Unites Syndicate is in favour of May, the MAS would prefer to delay matters until the start of the coming academic year in September 1980.

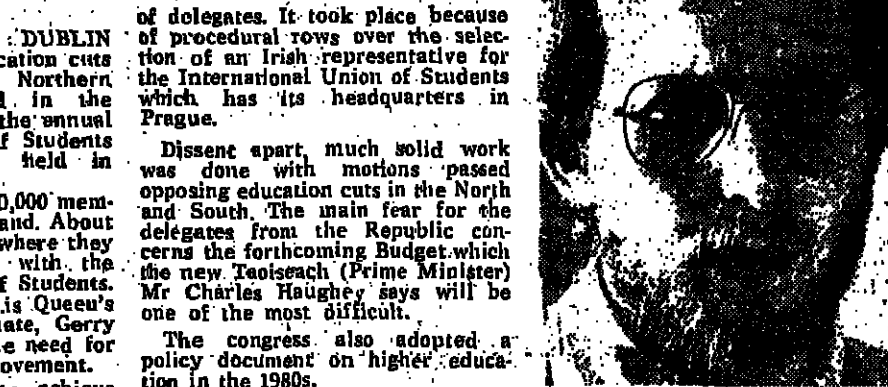
If that, these hesitations are due to the delicate position of the MAS, threatened by a breakaway group whose members, among others, are in the UNEF Unites Syndicate. The group is known as the Young Socialists, who, though forming a minority group, are nevertheless active in all three unions.

A similar battle appears to be taking place inside the Communist Unites Syndicate. The group is known as the Young Socialists, who, though forming a minority group, are nevertheless active in all three unions.

In the past, these hesitations are due to the delicate position of the MAS, threatened by a breakaway group whose members, among others, are in the UNEF Unites Syndicate. The group is known as the Young Socialists, who, though forming a minority group, are nevertheless active in all three unions.

Irish fears of harsh budgets overshadow student congress

from Paul McGill



Mr Gerry Grainger

DUBLIN

Strong opposition to education cuts already decided for Northern Ireland and threatened in the Republic, was voiced at the annual congress of the Union of Students in Ireland which was held in Wexford.

The union represents 70,000 members in both parts of Ireland. About a third are in the North where they share joint membership with the British National Union of Students. The new USI president is Queen's University Belfast graduate, Gerry Grainger who stressed the need for unity in the student movement.

It will be difficult to achieve and maintain such unity if the 22nd annual congress was anything to go by. For the three day get-together was marked by an unusual amount of dissent. Procedural wrangling over many contentious motions held up progress and the elections for the three full-time officerships were the closest fought for years.

The congress itself ended in an array with a walkout by the majority of delegates. It took place because of procedural rows over the selection of an Irish representative for the International Union of Students which has its headquarters in Prague.

Dissent apart, much solid work was done with motions passed opposing education cuts in the North and South. The main fear for the delegates from the Republic concerns the forthcoming Budget which the new Taoiseach (Prime Minister) Mr Charles Haughey says will be one of the most difficult.

The congress also adopted a policy document on higher education in the 1980s.

The main public interest in the congress was not about education at all but about the union's attitude toward abortions which are illegal in the Republic. The number of women going from the Republic to England this year for abortions is expected to be around 3,000 and at its last annual congress USI called for the decriminalization of abortion. This led to strong criticism of the union, and moves got underway to reverse the stand at this year's congress. They did not entirely succeed. The delegates affirmed the right to life from the moment of conception but they fell short of declaring abortion murder or a crime as some want them to do.

Members of the union, and moves got underway to reverse the stand at this year's congress. They did not entirely succeed. The delegates affirmed the right to life from the moment of conception but they fell short of declaring abortion murder or a crime as some want them to do.

Members of the union, and moves got underway to reverse the stand at this year's congress. They did not entirely succeed. The delegates affirmed the right to life from the moment of conception but they fell short of declaring abortion murder or a crime as some want them to do.

French strike a blow for junior research recruitment

Two decrees setting out conditions of promotion and recruitment to research posts are to be published in the near future by the French government. The decrees involving the country's research establishments, the Centre National de la Recherche Scientifique (CNRS) and the National Institute for Health and Medical Research (INSERM), come as a sharp blow to the "paragon" system which has characterized the relationship between junior researchers and their supervisors.

Over the past few years a bottleneck has developed at the level of junior researcher as a result of government expenditure cuts. To alleviate this the ministry of higher education has decided to open the 1985-86 year of recruitment to the 1205 posts of research fellow in the French universities.

associate level. In addition there is to be an immediate upgrading of the level of research fellow to research for 132 appointments.

From now until 1985 as part of the government's medium-term research policy 240 posts per year are to be set up for all levels from associate through to research director.

The decrees also lighten up promotion policy. In future research associates will be taken on for four years instead of the six to eight years at present. In part this promotion at the lower level of the hierarchy was due to lack of posts at the research fellow level. The creation of new jobs is hoped to encourage the mobility of the graduate. The government will have

hopefully to find jobs in industry or commerce.

These, adding one full-time research for the government will in future have to be less than 27 or 30 years old in the case of medical doctors which reduces the age limit by some three years. Most researchers in France are around 30 years old when they start.

Among the other areas to which the government has turned its attention is the vexed issue of patronage. Young research workers were particularly reliant on their supervisors for promotion. In future promotion hearings will be the task of a seven man sub-committee of the national academic council in London.

Special emphasis is placed on researcher mobility. Within the

government laid great importance a policy of defining research posts as areas of special priority. This has been shelved.

It generally speaking, the government's proposals have been greeted with a sigh of relief by researchers in the research world. Associations representing researchers are worried about the prospects of those who have waited for many years for a post and how long it will be taken on.

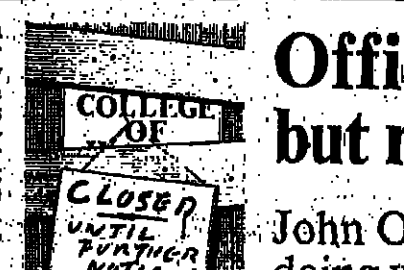
To meet this situation the government has decided that in 1980 50 per cent of those employed as research associates will be over the legal limit of 30 years old. This will stand at 40 per cent in 1981, 30 per cent in 1982 and 20 per cent in 1983.

By no means every college which suffered heavy cuts in teacher numbers during 1977 is now struggling for survival or on the way to closure. Living proof is available at Derby Lonsdale College, where a successful merger and sensible academic planning have overcome the difficulties which the loss of half its initial teacher training places might have been expected to bring.

Indeed, so well has the new college coped that it is one of the institutions favoured by directors if more polytechnics are to be designed. Under the leadership of Dr Jonathan May, a forceful and progressive director, Derby Lonsdale has made the most of its combined internal resources and has built up links with local industry so that the college is both attractive to students and responsive to the needs of the area.

The merger of Bishop Lonsdale College and Derby College of Art and Technology was already the planning stage when the 1977 cuts were announced, so that the college had 900 students and planned to go up to 1,000. However, the review of teacher education in 1977 pruned the 1981 target figure to a mere 450 and the present annual intake of teacher education students is not far above 400, with a difficult year ahead.

The vacant places on the former Bishop Lonsdale site have been filled by a fairly conventional programme of arts-based diversified degree courses and professional qualifications. Teacher education staff have been redeployed on the Combined Studies degree, which Nottingham University approved on a range of courses conducted at the college and elsewhere, which utilize the educational experience of the staff.



Official designation desirable but not really essential

John O'Leary finds Derby Lonsdale College doing well

"entrenched presence" on the part of the Church, appears to have stifled both sides. While the crucifix on the wall of Dr May's office is the only obvious sign of Christian influence, traditions have been maintained and theology has gained in popularity since the ties were loosened.

Closure was never an option because of the advanced state of merger negotiations but the Bishop Lonsdale College might have been hard pressed on its own. Founded in 1851, it had expanded to the point where it had 900 students and planned to go up to 1,000. However, the review of teacher education in 1977 pruned the 1981 target figure to a mere 450 and the present annual intake of teacher education students is not far above 400, with a difficult year ahead.

The vacant places on the former Bishop Lonsdale site have been filled by a fairly conventional programme of arts-based diversified degree courses and professional qualifications. Teacher education staff have been redeployed on the Combined Studies degree, which Nottingham University approved on a range of courses conducted at the college and elsewhere, which utilize the educational experience of the staff.

Notable successes in efforts to diversify have been achieved. In teacher training, and language courses, but problems remain for the moment both with the Combined Studies degree and the revamped teacher education provision. After a satisfactory initial recruitment more than 40 for combined studies, the number of entrants seems likely to drop in September.

The problems facing the School of Education and Social Sciences are also those of a score of institutions, resulting from the loss of the

Certificate in Education and the change-over to the new RfE. Derby has run certificate courses until the last possible moment and, like all those offering BEd courses, expects to fall short of its target for September's intake because of a lack of applicants meeting the new, steeper entry requirements. Staff in the school, though unhappy with the reorganisation of teacher education, do not expect any short-fall to be purely temporary.

Because of Derby Lonsdale's size—it now has 1,400 full-time students, 450 on sandwich courses and 4,000 part-timers—it will be able to ride a period of instability in a limited way. Unusually, over numbers is something Dr May accepts and which he expects to prove fatal for some of the smaller colleges which do not have the breadth of expertise to diversify successfully and which he feels concentrate too heavily on work at

degree level.

Neither charge could be levelled at Derby, where conscious efforts are made to integrate the work of the various parts of the college and where sub-degree courses are numerous and highly regarded. Lengthy planning has gone into the formulation of new courses under the aegis of the Technician Education and Business Education Councils, which epitomize the concern to serve the local community.

The Council for National Academic Awards has approved a new BSc in biology and a Masters degree in business and management, which is to be administered by the regional management centre and taught jointly with Trent and Leicester polytechnics. Biology is already on offer at degree level, together with geology and geography in the surprisingly successful Earth and Life Studies BSc.

CNA report under his belt and a relationship with the local education authority that would be the envy of some directors, everything has gone well for Dr May and his staff. He calls the college the biggest conurbation in Europe without a university or a polytechnic, and was pleased but not surprised to find the college's name on the polytechnic directors' list. As far as he is concerned, Derby Lonsdale is a polytechnic in all but name. Official designation would be welcome but not essential.

To begin with a truism: there are questions bearing on past experience that can be answered, and others that cannot. A particular experience ought to be describable. It is possible to ask "What was it like to sail alone round the world?" and expect a coherent answer. The same question in relation to a highly generalized situation can only produce a coherent answer if everyone involved had pretty much the same experience, as, for example, might be the case if the whole complement of a large ship were to be flung instantly into the sea. Such uniformities do not usually occur.

The question "What has it been like to be director of a polytechnic?" falls into the incoherent category. All I can set down is a sketch of one director in one polytechnic. I am sure that my 30 opposite numbers would produce quite different accounts.

But there is of course an obvious preliminary question—"Why did you take it on in the first place?" A half-answer to this is "Because I was out of a job and needed to feed my family." For the rest, I am sure that I had previously been principal of the University College of Rhodesia—this was a job of about the right "next size up"; it involved what Yeats called the "fascination of what is difficult" and it gave the impression, at first glance, of doing the state some service, albeit on a small scale. (In Rhodesia I had been a big fish in a small pond. I did not like returning to being a small fish in a big pond. What I say about my character I leave to others to guess.)

"So what has it been like? Have I enjoyed it?"

On the whole, no. Like the Curate's egg, good in parts, but in general pretty drab. The new universities—with the exception of Keele, which I know about—did fairly accurately hit the right moment to be born. To have been in the business of creating—actually building—Essex, East Anglia or Lancaster, for example, in the decade 1955-65, must have been very satisfying for the creator. The sticky cobbling together of the polytechnics in the 1970s has been quite a different kettle of fish. Successive Secretaries of State seem to have had the notion that all universities must be like the University of Oxford, and that therefore a completely new and distinctive genus *polytechnic* could be extracted without too much difficulty, in full working order, from the top of someone's thumb. No, indeed: one could only hope that some "productions" would be less imperfect than others.

This was clearly not the life for me, and I never bothered with it. Whether I had joined more of these Mad Hatters Tea Parties, I do not know. I suspect that if one does join, one acquires rather quickly a kind of superficial protective skin (studded with jargon, of course) which fends off the prickly texture of the real world in quite a cosy way. In any case it would have taken up a ludicrous amount of time and labour, and to what end? More dreariness and tedium.

And not just dreary and tedious but not really very clever. Not requiring any serious stretching of the mind. This, I think, is one of my two main disappointments in the past eight years—the gradual stunting of any "free play of the intelligence" in relation to the really desperate educational problems for their solution.

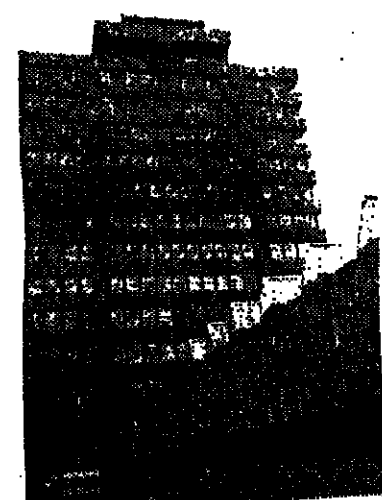
In a recent leader ("The case against polytechnic charters") the editor of *The TES* wrote "Public accountability should be a creative process in which the appropriate styles of higher education are debated and decided." The way forward for the polytechnics is to develop chosen and more creative links with local government... and... with any national body that may be established. That would reinforce their distinctiveness.

Well, if you can believe the first part of that you can believe anything. As the Duke once said: "Creative links with local government? Indeed, I am and always have been. I have been in the business of deciding and deciding creatively with people, from the local level, in general. I have to suppose that there are honourable exceptions, but certainly not in local government, and very thin on the ground even at the centre."

I have been repeatedly appalled at the intellectual mediocrity I have encountered throughout the system: an driven almost to despair when faced with the dead hand of this mediocrity in "debating and deciding." It was so important an affair to be left to the soldiers, then, by God, higher education had better not be left to the civil servants (local politicians and local education authority officers who currently control it).

As to the second part, in which a "national body" is mentioned, I am much more sympathetic. I can

Miller's tale



Terence Miller who recently retired after ten tempestuous years at the Polytechnic of North London gives his thoughts on directing a polytechnic

understood that it demands a perpetual running at high speed to stay in the same place or at the most inch forward—or sideways—in a kind of feverish judder, prelude to the inevitable backward lurch.

For, as Benjamin Franklin said on the last day of the Philadelphia Convention of 1787—"When you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected?" No, indeed: one could only hope that some "productions" would be less imperfect than others.

This was clearly not the life for me, and I never bothered with it. Whether I had joined more of these Mad Hatters Tea Parties, I do not know. I suspect that if one does join, one acquires rather quickly a kind of superficial protective skin (studded with jargon, of course) which fends off the prickly texture of the real world in quite a cosy way. In any case it would have taken up a ludicrous amount of time and labour, and to what end? More dreariness and tedium.

And not just dreary and tedious but not really very clever. Not requiring any serious stretching of the mind. This, I think, is one of my two main disappointments in the past eight years—the gradual stunting of any "free play of the intelligence" in relation to the really desperate educational problems for their solution.

In a recent leader ("The case against polytechnic charters") the editor of *The TES* wrote "Public accountability should be a creative process in which the appropriate styles of higher education are debated and decided." The way forward for the polytechnics is to develop chosen and more creative links with local government... and... with any national body that may be established. That would reinforce their distinctiveness.

Well, if you can believe the first part of that you can believe anything. As the Duke once said: "Creative links with local government? Indeed, I am and always have been. I have been in the business of deciding and deciding creatively with people, from the local level, in general. I have to suppose that there are honourable exceptions, but certainly not in local government, and very thin on the ground even at the centre."

I have been repeatedly appalled at the intellectual mediocrity I have encountered throughout the system: an driven almost to despair when faced with the dead hand of this mediocrity in "debating and deciding." It was so important an affair to be left to the soldiers, then, by God, higher education had better not be left to the civil servants (local politicians and local education authority officers who currently control it).

only judge the UGC from outside, and can well imagine that it must sometimes fall short of perfection in its dealings. But it is, at any rate, a compact body of very experienced people clearly able to see the university picture as a whole. My eight years stint as a director has convinced me that if the polytechnics are to survive and develop a similar body must be set up, to see them as a whole, to plan for them all, and able to speak on roughly equal terms to the UGC.

In wartime one was taught, almost as a reflex action, to "appraise the situation and make a plan." In peacetime there seems to be an almost complete inability intelligently to appreciate any situation—in relation to higher education—and what plans are made deal only with numbers, space, equipment and cost, and rarely if ever with real, i.e. national educational, objectives.

It is as if one's military plans were to be restricted to volumes and movements of supplies alone, taking no notice of the enemy and his operations. In our case the enemies—ignorance, poverty, disease and, ultimately, death—were treated as something to be ignored for the present, thought of perhaps next Tuesday, but certainly not today. This failure to confront and wrestle with the inescapable realities of life—a kind of moral cowardice—something not easily to be excused.

It is a curious paradox that we seem able to strike this head-in-the-sand attitude at a time when catastrophe and violence, as well as poverty and the results of ignorance, are almost permanently displayed on our television screens. Is this the result or the cause of the increase in the rate of decline of a Britain, both economically and as a significant world power, and also morally, that has characterized the 1970s?

It is certainly a decade within which it is legitimate to look for causes of the decline, even to allocate blame. It can be argued with considerable justice, I believe, that people in the education business, particularly at the so-called "higher" end of it, cannot escape carrying part of the blame.

University vice-chancellors and principals, and polytechnic directors, do not seem to have thought of themselves in this light. Their energies have been concentrated on fighting their particular corner in an exclusively material sense. There have been exceptions, but not many. Success has been measured, not in numerical terms of one time or another.

When academic voices have been raised to the level of public accountability it has usually been to deal with temporary and material discommodities, or to draw attention to some isolated deplorable manifestation of managerial inhumanity. The notion of providing a general "moral lead" has almost reached the condition of an impossibility. It has been possible, for a widely respected politician to express publicly the hope that "the polytechnic society will be a civilised society." It is human nature, is it not, to be something else.

There was too much complacency in the face of the enemy, and too much living in and climbing down for the sake of a quiet life.



When I look back through the decade I am appalled at how un-serious and often how devious we have become in our dealings. We have reverted to the habits of the European military of the late seventeenth and the eighteenth centuries, roughly between Marlborough and Napoleon, when it was the delicacy of the manoeuvring that counted as significant operations of war, the laying up of magazines, the sidling from one position to another, and the carefully graded outcomes of formal sieges. It was the mark of the education of higher education, even if they are almost bound to give up the practice of teaching and research—although some succeed in pursuing both, to their enormous credit—it should be possible to retain a grip on an identifiable and positive moral position based on the familiar practices of good scholarship even in an almost absolute concept of goodness itself.

But of course in the 1970s the idea of "goodness" as an essential cement for the fabric of society was already in full retreat. The theme of the decade was one already expressed elsewhere—"If there is no God, everything is permitted."

During the pages of an old notebook while writing this I came across a quotation from Clive Bell, in which he identified the "mortal enemies of civilization" as fanaticism, superstition, dogmatism, irrationality, the cult of violence and stupidity; contempt for truth and the ways of truth.

People of my generation had, of course, encountered all this in the years that led up to the war, and during that war. Then, after the war, it did seem for a time that these mortal enemies of civilization had been drawn back a bit, at any rate out of sight of the relatively peaceful life of a British university. When I went to Rhodesia in 1967 I met them all again, albeit on a small scale, in a far-away country of which most people know very little. But when I came to PNL in 1971, I encountered them yet again and well established on my very doorstep.

Thus my second major disappointment as a polytechnic director has been the failure, as it seemed to me, of the "establishment" in higher education to give any strong collective moral lead in resisting the enemies. It is true that from time to time individuals said the right thing. But equally, in too many crucial situations there was not only failure to say the right thing, but far worse, failures to do the right thing.

There was too much complacency in the face of the enemy, and too much living in and climbing down for the sake of a quiet life.

The author recently retired as Director of the Polytechnic of North London.

Donald Watt puts an historian's case against releasing classified information too soon

Best secrets are those kept longest

During the furore over the now defunct Protection of Official Information Bill, serious efforts were made by the media to enlist the support of the historical profession in the campaign against it. Some historians, partly for ideological motives rather than from reasons stemming from their professional work, were induced to join in; but their pronouncements should not be taken as reflecting either the views of their colleagues or the interest of the profession as a whole. Still less is this the case where the parallel campaign for introducing something like the American or Canadian Freedom of Information legislation is concerned, least of all among those who have worked with American archival material. This does not mean that the historical profession is stuffed with establishment Tories, afraid of or unwilling to join in the popular British pastime of Whitehall-baiting. The historian, especially the contemporary political historian, is deeply and continuously interested in the fullest possible availability of historical evidence bearing on the manner in which political decisions are reached in Britain, and the nature and motivation of those decisions. But to imagine that those interests demand major changes in the accessibility of official documentation and nothing else, without qualifications or safeguards is to demonstrate an extraordinary naivety about the nature of official record-keeping. The true position is much more complicated.

With the abandonment of the Protection of Official Information Bill, the position as regards official documentation reverts to the status quo, one governed essentially by two forms of legislation, the Official Secrets Act and the Public Records Acts of 1958 and 1967. The Official Secrets Act governs the release of any information which comes into its possession as a result of its being in Government service; if he is not authorized to do so, it is equally an offence to receive such information without authorization. It is further an offence for a government servant to retain any documents, etc. which have come into his hands as a result of his being in government service, not being authorized to do so.

This legislation was clearly intended to protect current official secrets. But its drafters failed entirely to face up to the question of what one might loosely call historical secrets. Presumably the time reduced the relevance of secret material or the damage to public interest that might be caused by its release, someone, somehow, would authorize the keeping of secrets to communicate them. But who that someone would be was left entirely undefined.

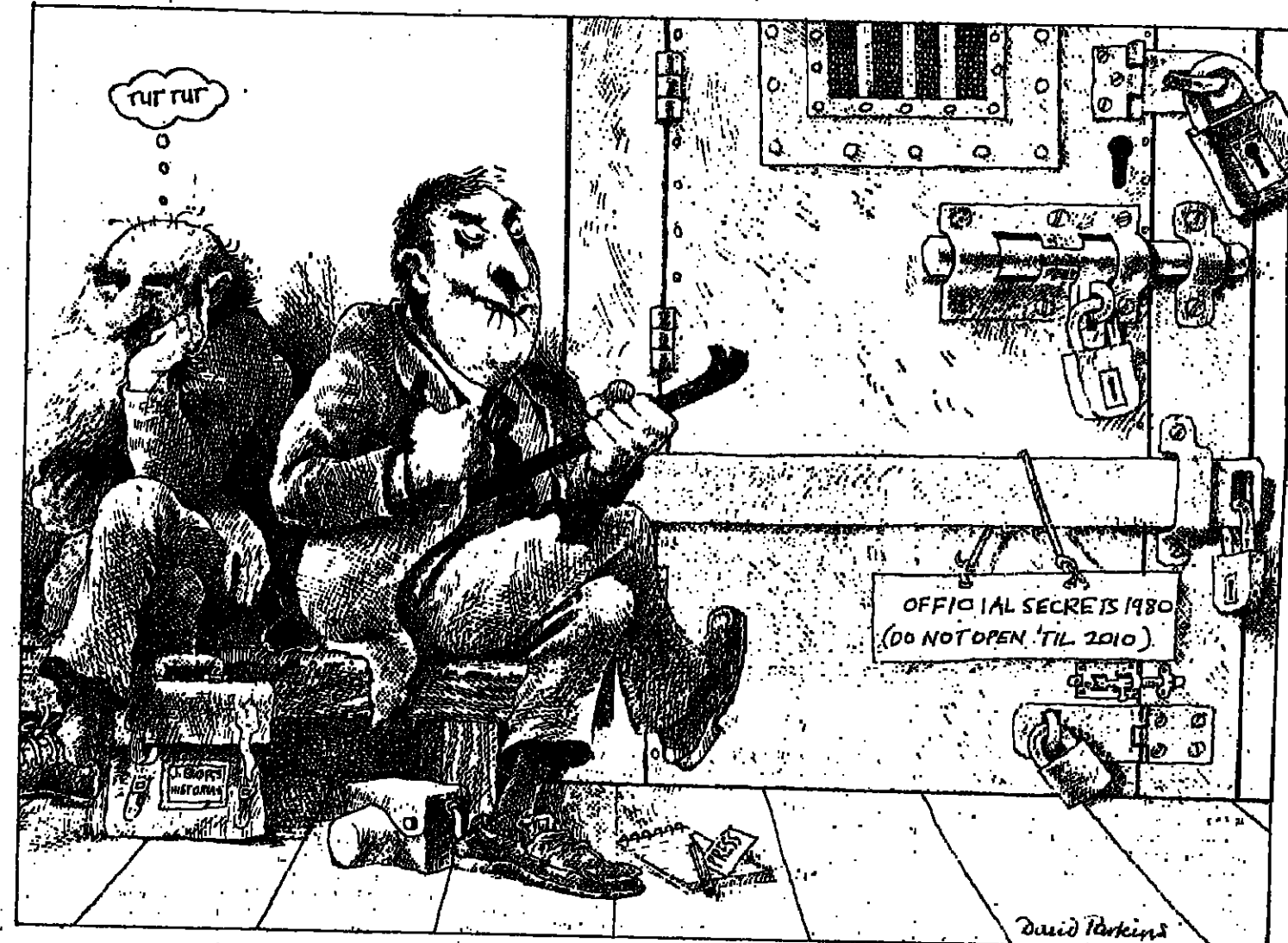
The issue was raised repeatedly before, during and after the passage of the 1920 Official Secrets Act over the retention of documents by ex-Cabinet Ministers, generals, admirals and others, after their retirement from office. The issue was raised again in 1960s it was still possible to get students down for bad behaviour. Since then it has been impossible.

Add to that the growth of a group of dissident "academic" historians, dedicated to the defence of enemy positions regardless of moral tenability of those positions, "contempt for truth and the ways of truth"—and you arrive at a state of affairs in which the authorities are powerless to do anything.

Even so, I believe that there are clearly, forcefully and vigorously could have very positively the common cause. The point is that large could never understand what was going on, could never stand how such helplessness and, alas, and told that they—like people, who by their own admission should not only be better, but be able to do better.

That sharp-headed organ, the public, sometimes has an instinctive feeling for what is right. The expert men in authority, they think, must have power and influence, to exercise that power, they must have a technical director, although they are not a technical director, but a "manager" of a polytechnic, have given virtually no power to the short of miraculous that it is possible to do the job.

So I come to the end of my piece at PNL feeling disenchanted and disappointed. The enemy has not been defeated only denied. I don't think I have achieved much. All I can say is to have held the line.



mental records, Cabinet records should never be released. And attempts were even made, so it was reported, to persuade the custodians of the records of 19th century prime ministers to withdraw or hand back to the Cabinet Office the letters to the sovereign which, until the institution of the Cabinet Office Secretariat in 1916, were the only record of what had been said or decided in Cabinet.

Connoisseurs of this matter developed into what one can only describe as PUS watchers, anxiously grading each new Permanent Under Secretary to the Cabinet by the position he occupied on the issue of the release of information. Account holders of that position have shown signs of increasing toughness. One attempted to push the issue of Cabinet Ministers' papers further than the courts would support over the Crossman memoirs. And the biggest anxieties of the appearance of the Protection of Official Information Bill aroused in the minds of historians lay not in the detail of the bill itself, but in the evidence it seemed to afford that the Cabinet Office's professional leaders were still showing the same hostility towards the release of information that had been so marked a feature of their predecessor's tenure in office.

The most consistent statement of the interests of British historians can be found in the position that they took in pressing for a revision of the 50 years period for the closure of public records established by the 1958 Public Records Act. The lead in this was taken by the so-called Oxford-Cambridge group, a loose grouping of between 12 and 20 academic historians, the most distinguishing feature of whom was that all had played a role as official historians either within the Cabinet Office Historical Section as authors of volumes in the Cabinet Office History of the Second World War, or in the Foreign Office as editors of the various series of publications of official documents on foreign policy.

But their representations to the Cabinet Office were by no means confined to the revision of the 1958 Public Records Act, even though this was the only part of their recommendations to prove overtly successful. Their plea was for a more open policy on the part of government towards the release of information on government activities.

They saw this as falling into three parts: the reduction of the closed period from 50 to 30 years (the period observed by the United States); the provision of more information on what went on within the closed period; if possible by the extension of the Cabinet Office historical series into the post-war period with a similar proviso for the publication of Foreign Office documents; and thirdly the provision of much more information on current government policy and actions by the publication of Blue Books, the elaboration of ministerial statements, the provision of much more information and documentation at the departmental level, and so on.

The 1960s were a most encouraging time for such representations. Not only was the closed period reduced to 30 years, the Commission of Cabinet Office histories on Britain's post-war policy and the initiation of a series of Documents on British Foreign

Policy 1945-1950 was announced by the Foreign Office. The newly formed Social Science Research Council set up a committee on government and information which surveyed departmental libraries to list material that could be published and secured the appointment of departmental social science liaison officers.

Today, at the end of the 1970s, those concessions remain, but financial stringency has severely limited the number of post-war Cabinet histories to be commissioned. The first volume of Documents of British Foreign Policy has still to appear. And the SSRC's committee is long disbanded and little record of its expectations save for a generation of social scientists who still use, but their successors, lacking any such network, are the more inclined to believe that a Freedom of Information Bill on American lines is what is needed. Which brings one back to where one started.

The first point to make is that the revision of the Fifty Year Rule in Britain and the passage of the Freedom of Information Act in America brought the historical profession an enormous accession of information. There is good reason however for fearing that this is a windfall, temporary rather than permanent in its effect. The materials released have been confined to the archives of creators persuaded that their secrets would be preserved, at least during their own active lifetimes. We simply do not know what effect the destruction of this confidence will have on those who are now creating archival material.

From a historian's point of view, a complete archive not released for 30 years is infinitely preferable to a seriously incomplete archive released piecemeal over a much shorter period. British records are much fuller and better kept at the policy-making level at least than those of any other nation to whose records the author has had access. The process of internal debate and compromise is conducted on paper by minutes. Telephone conversations are minuted. And minutes are signed. Even departmental records of 40 years ago in America often lack this degree of utility. As a result there are still large areas of the leading figures of both sides of the divide to understand one another's positions and to provide genuine guidance and authoritative leadership.

While public servants feel that the academic researcher and the politician or media man are identical in aim and approach, the effect of Freedom of Information legislation threatens to be to diminish greatly the significant recorded information to which freedom of access is sought, and to draw the researcher to seas of ill-organized and badly indexed secondary and tertiary documentation. It is a high time the SSRC and the British Academy set up a joint committee on government and information, and a serious effort was made to bridge the gap between the permanent under secretaries and the dons, on whose verdict ultimately the reputation of Britain for good government will rest.

The author is professor of International History at the London School of Economics and Political Science.

BOOKS

Ayer's empiricism

A single vision

Schools of Marxism

The Prehistory and Early Years of Cinema in Britain
MICHAEL CHANAN
An investigation of the origins of film which, despite extensive documentation, still remains obscure. 0 7100 0319 6
£12.50

RK P

Electronic should have a good Honours Degree in Electrical and/or
 Electronic Engineering and will be expected to enrol with C.R.A.A.
 for MPhil. or PhD. The appointment is initially for two years
 with an extension of one further year. It work extends to P.D. The
 salary is £2,600 per annum.

Further particulars and application forms may be obtained from
 the Establishment Officer, North Staffordshire Polytechnic, College
 Road, Stoke on Trent, ST4 2DS. Telephone 41546. Fax 41523.
 Closing date: Monday, 18th February, 1986.

BRADFORD

THE UNIVERSITY

RESEARCH ASSISTANT IN
EDUCATION

two posts.

Applications are invited for the above posts from computer science graduates with a first class honours degree in C.A.P.E. with an interest in educational computing. The successful candidates will be responsible for the development of group theory, discrete mathematics and computer graphics. The successful candidates will be employed for two years and be supported by a research fellow. The successful candidates will be expected to undertake research in the field of education (computer, reviews). Successful candidates will be offered a place on the M. Ed. programme.

Application forms and further particulars may be obtained from the Director of Education, The University of Bradford, Bradford, West Yorkshire, BD7 1DQ.

LUCESTER

THE POLYTECHNIC

RESEARCH ASSISTANT
COLLEGE OF ENGINEERING
TECHNOLOGY

An opportunity to join the staff of the Polytechnic of Leicester as a Research Assistant in the College of Engineering Technology. The successful candidate will be responsible for the development of group theory, discrete mathematics and computer graphics. The successful candidates will be employed for two years and be supported by a research fellow. The successful candidates will be expected to undertake research in the field of education (computer, reviews). Successful candidates will be offered a place on the M. Ed. programme.

Application forms and further particulars may be obtained from the Director of Education, The University of Bradford, Bradford, West Yorkshire, BD7 1DQ.

Research Posts continued

SHEFFIELD CITY POLYTECHNIC
Department of Economics and Business Studies

Research Assistant

For a project on "The Structure and Operation of the Sheffield Local Labour Market".

The project covers several aspects, including the effects of subsidies and technological change, and the employment prospects of lower ability school-leavers.

The post requires training in economics (preferably labour economics), some facility in data processing.

Salary Scale: £3,180-£3,630. Ref: THES/29

Department of Applied Social Studies

Research Assistant

This appointment is for a fixed term of two years, and involves an investigation of the position of married women workers, studying a small percentage within the local area.

Salary Scale: £3,180-£3,630. Ref: THES/31

Application forms for the above positions are available from the Personnel Office, Sheffield City Polytechnic, Harford House, Fitzalan Square, Sheffield S1 2BB, or by telephoning 0742 20911 ext 387. Completed application forms, quoting the appropriate reference number, should be returned by 15 February 1980.

LIVERPOOL
THE UNIVERSITY
DEPARTMENT OF
ELECTRONICS ENGINEERING
AND ELECTRONICS

Applications are invited for the post of Lecturer in the Department of Electronics Engineering and Electronics. The successful candidate will be expected to deliver and perform active research in the field of electronics engineering, and to contribute to the development of the Department. The successful candidate will be expected to deliver and perform active research in the field of electronics engineering, and to contribute to the development of the Department. The successful candidate will be expected to deliver and perform active research in the field of electronics engineering, and to contribute to the development of the Department.

Overseas

CANADA

UNIVERSITY OF
SASKATCHEWAN

THE DEPARTMENT OF PHYSICS invites applications for a two-year appointment in the Department of Physics. The successful candidate will be expected to deliver and perform active research in the field of physics, and to contribute to the development of the Department. The successful candidate will be expected to deliver and perform active research in the field of physics, and to contribute to the development of the Department.

Overseas

Universiteit van Amsterdam
Applications are invited for the post of

Lecturer (m/f) in the English Department

The applicant must be a specialist in English historical linguistics, who is thoroughly versed in modern linguistic theory as applied to diachronic studies.

The main task consists in conducting classes in historical linguistics at undergraduate level. Middle English language and theories of language change at graduate level.

Some 40% of the work-time is available for research associated with the main field of instruction; publications and/or work for a higher degree are expected. As soon as the appointed achieves reasonable competence in Dutch, management duties within the Department will absorb a further 20% of work-time.

Salary on £9,000-£13,500 p.a. according to experience, qualifications etc.

Applications, with relevant details and supporting letter, within 3 weeks to the Chairman of the Appt. Committee, W.F. Koopman, Engels Seminarium, Spuistraat 210, 1012 VT Amsterdam, The Netherlands, quoting number 3569, who can also supply further information if required.

PRAHRAN
College of Advanced Education
Melbourne-Australia

LECTURER IN JEWISH STUDIES/HISTORY

Applications are invited from suitably qualified persons to teach in the School of General Studies Jewish Studies department. Jewish Studies, with a staff of five, offers units in Jewish History and Civilization (from Ancient to Contemporary), Modern Hebrew Language and Literature, Modern Jewish Literature, Yiddish, Jewish Classical Studies and Philosophy, The Sociology and Demography of Jewry, and Jewish Education. Prahran College is a tertiary institution, granting degrees (BA) and diplomas, as well as post-graduate qualifications. Located centrally in Melbourne, Victoria, a city with a population of 2,750,000, Prahran serves nearly 6,000 students, with a staff of over 300. The College is divided into four schools: General Studies (Humanities and Social Sciences), Art and Design, Business, and Technical and Further Education (Community College).

The successful applicant should have an advanced degree (preferably Ph.D.) in an appropriate discipline, significant experience in tertiary institution, and a broad knowledge of several of the areas taught in Jewish Studies.

Ability to teach Ancient Jewish History is essential and training in Modern British, Australian, or American History would be advantageous.

Appointment Date: July 1980.

Salary Range: \$414,040-\$421,399 p.a.

Closing Date: 1 March 1980.

Applications, vitae, names of three referees, and requests for duty statements should be addressed to the Registrar (SO), Prahran CAE, 142 High Street, Prahran 3161, Australia. Further information on the position and the College is available upon request.

THE UNIVERSITY OF NEW ENGLAND
ARMIDALE, N.S.W.

Resource Engineering Department

LECTURER (PERMANENT TENURE) AGRICULTURAL MECHANISATION

The Resource Engineering Department is primarily concerned with the management and development of water and land resources. It offers a range of courses for the Degrees of Bachelor of Natural Resources and Master of Natural Resources as well as a combined programme in Resource Management and Civil Engineering which is taught in association with the University of Newcastle.

This position has been established to facilitate the development of the new undergraduate and post-graduate programmes in Agricultural Mechanisation which are expected to be offered in association with the Faculty of Rural Science. The appointee will be required to develop new courses in Farm Power and Machinery and establish new laboratory facilities for practical work associated with these courses. The appointee will also be required to assist with the teaching of existing departmental courses as appropriate. These could include courses in Engineering Design, Hydraulics, Soil Mechanics, Field Engineering or Environmental technology depending on the appointee's background.

Applicants should hold a Degree in Engineering and preferably have professional experience in Farm Power and Machinery field. Teaching and research experience would constitute an additional advantage.

Informal enquiries about the position may be made by contacting the Head of the Resource Engineering Department, Professor J.R. Burton.

Salary scale: \$A17,024-\$A22,361.

Closing date: 10th March, 1980.

Position No.: 502.

Applications, including the names and addresses of three referees and stating the position No. should be sent to the Staff Officer, The University of New England, Armidale, New South Wales, Australia 2351.

UNIVERSITY OF SINGAPORE
Department of Mathematics

Applications are invited for teaching appointments ranging from

Lectureships to Senior Lectureships in the Department of Mathematics

Candidates with a Ph.D. degree and with special qualifications in numerical analysis and/or operations research and ability to teach computer science are preferred.

Annual emoluments range as follows:

Lectureship: \$22,500-41,250

Senior Lectureship: \$32,500-41,250

The salary is determined from the candidate's qualifications, experience and the level of appointment. These emoluments include a 5% monthly allowance of one month's salary in December of each year and allowance recommended by the National Wage Council for 1979 and 1979 (US\$1 = S\$2.17 approx.).

For full particulars on normal contract, employment on the permanent basis, leave and medical benefits and provisions under the University's Academic Staff Pension Scheme, the staff member contributes at the present rate of 10% of his salary to a fund which will be used to provide a pension of 50% of his monthly salary. The staff member's credit in the fund may be withdrawn when he leaves the University. The fund may be withdrawn when he leaves the University. The fund may be withdrawn when he leaves the University.

Applicants should send their curriculum vitae and also the names and addresses of three referees to the Registrar, University of Singapore, Singapore 051.

Candidates should also send their curriculum vitae and also the names and addresses of three referees to the Registrar, University of Singapore, Singapore 051.

Candidates should also send their curriculum vitae and also the names and addresses of three referees to the Registrar, University of Singapore, Singapore 051.

Candidates should also send their curriculum vitae and also the names and addresses of three referees to the Registrar, University of Singapore, Singapore 051.

The Times Higher Education Supplement

If you like what you read in The Times Higher Education Supplement why not make sure of a regular weekly copy by placing an order with your newsagent? Alternatively a subscription for one year in the United Kingdom costs £16.38 (52 issues) or overseas by surface mail: £15.86.

Simply complete the coupon below and post it together with your cheque to: THE SUBSCRIPTION MANAGER, Times Newspapers Limited, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Please arrange for me to have one year's subscription to The Times Higher Education Supplement.

I enclose payment of

Name

Address

Signature

Date

Overseas readers please write for air mail subscription rates to The Subscription Manager.

Overseas continued

CLAREMONT TEACHERS COLLEGE

Western Australia

(A College of Advanced Education)

Claremont Teachers College, situated near Perth in Western Australia, invites applications for the following positions:

READING EDUCATION — **SENIOR LECTURER**
MEDIA EDUCATION — **SENIOR LECTURER/LECTURER**
HEALTH EDUCATION — **(3 year contract) SENIOR LECTURER/LECTURER**
(Public Health)

Salary: Will be negotiated according to qualifications and experience within the following salary ranges:

Senior Lecturer—\$A22,842-\$A26,622

Lecturer —\$A17,024-\$A22,365

Applications: Details of conditions of service, duties, relevant qualifications and application forms may be obtained from the Registrar.

CLAREMONT TEACHERS COLLEGE
P.O. BOX 224 CLAREMONT
WESTERN AUSTRALIA 6010. PHONE: (09) 384 6900

The appointees are to commence duties early in July 1980 or January 1981. Applications should reach the College by 14 March 1980.

OPEN LEARNING INSTITUTE

Principal and Chief Executive Officer

British Columbia, Canada

This public institution, established in June 1978, is authorized to offer adult basic education programmes, career/technical/vocational programmes and bachelors degrees in arts and science as well as continuing education services. It delivers its programmes by means of print, audio tape, and telephone, and is exploring the use of other techniques.

Initial programme directions and management and delivery systems have been established. A well-qualified staff of approximately 100 has been hired. Forty courses are being offered and more are being developed. Some 2,000 students have been enrolled in 1979-80.

A Principal is sought for September 1980 who will build upon the existing foundation and lead the Institute towards its goal of being a significant cooperating member of the British Columbia Post Secondary system intent on satisfying the educational needs of adult learners in British Columbia and perhaps elsewhere.

You should have held senior academic and administrative rank in a university or college. Specific knowledge of and experience with open-learning or correspondence-type education programmes would be useful but are less important than stature as an educational leader. Knowledge of the British Columbia higher education system, experience in working with a Board, coordinating councils and ministries of government, and broad experience with the more general chief executive officer responsibilities will be major considerations in the selection process.

Salary and benefits are negotiable.

The closing date for applications is March 1, 1980.

Please send application which should include detailed c.v. to:

Dr. B. P. Belme, Chairman
C/O Nationwide Advertising Service Limited
Clifton House, Euston Road LONDON NW1 2RA

INDIANA, U.S.A.

Department of Geography
Indiana University
Bloomington

Applications are invited for a tenure track post of Assistant Professor in physical geography for August 1980. The Ph.D. degree is required. Applicants should have a strong research orientation and quantitative competence, and should be capable of contributing to graduate and undergraduate programmes. Climatology is preferred but other specialties will be considered including hydrology, fluvial geomorphology, soils and water resources.

Those interested should submit curriculum vitae and names of four referees by air mail to Professor Robert N. Taffin, Chairman, Department of Geography, Kruttschnitt Hall, Indiana University, Bloomington, Indiana 47401, U.S.A. Closing date for applications is March 21st, 1980.

General Vacancies

Development Education Secretary

The Catholic Fund for Overseas Development (CAFOD) seeks a Development Education Secretary able to implement a programme designed to increase understanding of world-wide social, economic and political conditions, particularly those relating to under-development.

The work involves contact with parishes, schools and adult groups, as well as liaison with national and international bodies concerned with development education. Applicants should have experience in some field of education. A knowledge of the developing countries would be an advantage.

The person appointed will lead a small team and will work in co-operation with the Projects and Appeals Department of CAFOD, reporting to the Administrator.

Salary negotiable in the range of £5,400-£5,600 per annum. Applicants should write to the Administrator enclosing curriculum vitae. Comprehensive job specification available on request.

CATHOLIC FUND FOR OVERSEAS DEVELOPMENT
21a Soho Square, London W1V 6NR.

Head of Education & Training Department

Upto £10,000 London

Applications are invited for this appointment within the Education, Training & Technology Directorate of the CBI. It involves supervising and participating in all aspects of the Department's work, including schools, further and higher education and industrial training; liaison with external bodies, including Government departments, MSC and EEC; representing CBI on relevant outside organizations and at speaking engagements; overall responsibility for effective support for the work of the CBI Education

& Training Committee and contributing to policy formulation. The job requires a degree-level education, familiarity with education and industrial training, with personal experience of one or both, first rate communication skills and some experience of overseas work. Salary up to £10,000 depending on age and experience.

Application forms from Sine Bridgett, Personnel Division, CBI, 21 Totten Street, London SW1H 9LP (Tel: 01-630 6711).



The Confederation of British Industry
Britain's Business Voice

Classified Advertisements

To advertise in *The THES*
phone Lorraine Williams
on 01-837 1234, Extn 575

The Times Higher Education Supplement

New Printing House Square,
Gray's Inn Road,
P.O. Box 7,
London WC1X 8EZ

Polytechnics

KINGSTON POLYTECHNIC
SCHOOL OF ECONOMICS
AND POLITICS

RESEARCH ASSISTANT

required to work on a two year project concerned with

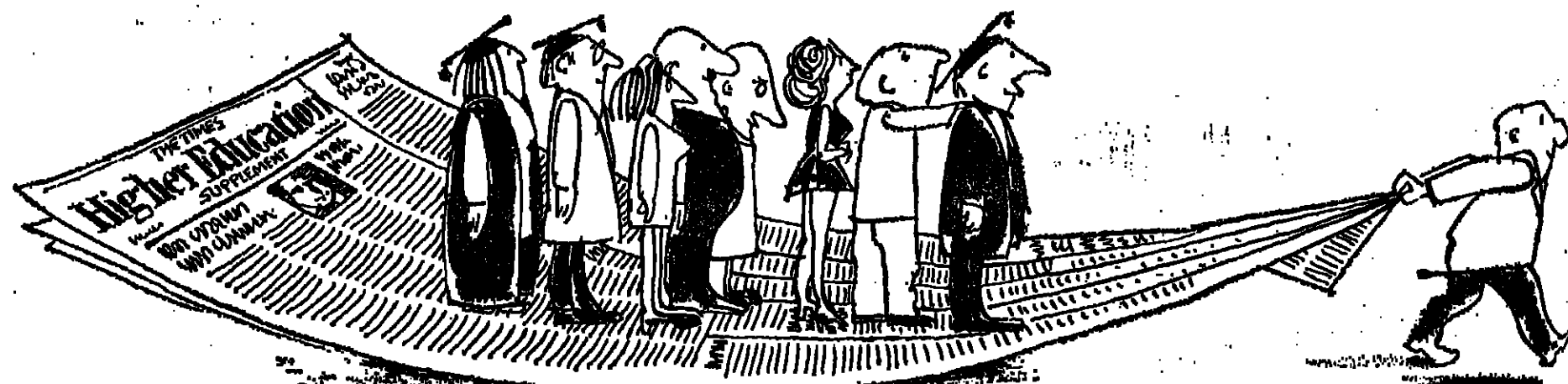
Political Activity within the GLC Area

The aim of the project is to examine the factors accounting for expenditure patterns of the London boroughs, 1968-80. Candidates should have a good social science background, preferably with some knowledge of computing and interviewing.

Salary in range £5,174-£8,402 inclusive.

Further details and application forms (to be returned by first post) may be obtained from the Registrar, Kingston Polytechnic, Kingston Road, Kingston upon Thames, KT1 2EE. 01-848 1368.

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.



get onto the THES

for complete coverage
of higher education

THE TIMES
Higher Education
SUPPLEMENT

Obtainable at newsagents every Friday—Price 25p

Union view

Totting up the cost of open books

In 1978, as a result of promptings by the Public Accounts Committee, the last Government began an examination of the funding of Britain's 800 student unions. The committee's concern was two-fold. First, that the £13m spent on these bodies might be excessive and, more importantly, that existing methods of holding the spenders of these public funds accountable were inadequate. There have since been proposals, counter-proposals, round-table discussions, consultations and a new government.

The first point the National Union of Students was able to clarify was the true cost to the public purse of student unions. As well as providing many facilities like recreation, a forum for debate, the opportunity for experiencing self-organization, long regarded as an integral part of higher education, the student unions had taken on many tasks previously the responsibility of the institution, for example, catering and welfare services.

At no stage in the debate has the right of a student union to carry on these tasks been seriously challenged and so we quickly pass in the jargon of the argument—public accountability.

The parties to the discussions, NUS, DES, CVCP, local authorities, are all agreed that anyone spending public funds must be held accountable. The problem has been to devise a system which would work and afford protection to the legitimate interests of those concerned. The local authorities are unhappy

with the present system which sees one authority or university set a fee level and then pass the bill on to another authority for payment. They want the people who pay to be the people who decide how much.

The vice-chancellors wish to protect the essentially independent nature of their institutions and wish to retain the right to negotiate freely with their unions. At the same time, they are acutely aware of the potential for conflict and would like a system which minimized this.

NUS wishes to protect the independence and income of their member unions and at the same time help those in further education colleges who do badly under the present system.



The DES want to keep the Public Accounts Committee happy. In an attempt to balance all these various interests, the DES has come up with a new idea based on unions receiving their income as part of the recurrent income of the institution. In short, student unions would negotiate with their governing bodies into would agree a fee. In the public sector, this would then have to be endorsed by the maintaining local authority. The substantive variation on the present system is that the cost is not then passed on to the local authority paying the grants of individual students. The Government's rationale is that whoever sets the fee will think very carefully if they must also pay.

The proposal obviously meets the needs of the local authorities but leaves the vice-chancellors and NUS more than a little worried. From

NUS's standpoint our member colleges are left in a particularly weak position, largely because they are currently denied access to the key levels of decision-making.

In the past, the general experience has been that student union funding has been considered in isolation because it had no real effect on the finances of the college. That will change completely under the DES proposals. Student unions like academic departments, members of staff, the catering department will have a very keen interest in the financing of the college. We have argued that this is an interest which must be recognized. Unless colleges are more open about their decision-making they must expect students to be suspicious of their decisions.

Dr Rhodys Boyson, under secretary for education, has stated on a number of occasions that this is not a cost cutting exercise and that he would wish to maintain the income of the first year. The minister will not be surprised if his words are greeted with some caution when one examines his Government's record on public spending.

NUS at least will be looking for something a bit more positive and long term than a promise which only covers the first year. In the universities, the vice-chancellors must also be worried about levels of funding. Many services provided by unions will fall to the university if income is cut drastically.

There will be some who question the wisdom of spending any money on student unions, just as there are those who will question other aspects of public expenditure. We believe that there is a valuable role for student unions and our aim is to protect their ability to fulfill that role.

Alan Christie

The author is deputy president of the National Union of Students.

Money saving tips for the pennypinchers

All the indications are that universities, polytechnics and research institutes in Britain are moving into a period of increasing financial stringency. Serious measures have been discussed, including the closing down of institutes, diminishing the number of universities, making staff redundant, advertising abroad for foreign students. I would like to suggest a number of practical ways to save thousands of pounds per year, before we consider measures more potentially damaging academically.

Every department in which I have worked, and many which I have visited, have had much equipment which has been underused or not used at all. This is frequently because the equipment was bought in a period of expansion when money was available, and it was considered that such items were necessary accoutrements for that particular kind of department. Alternatively, the person who ordered a specialized item had been too busy to use it, or had since moved.

It should be relatively easy for departments to draw up lists of equipment which they would (a) be prepared to lend; (b) be prepared to sell to other departments, institutes, universities, polytechnics or schools. There should be much greater encouragement of inter-faculty borrowing or use of expensive equipment. Anyone ordering a new item, costing, say, more than £200 should have to demonstrate by consulting such a list that it cannot be borrowed from another department, or used in it. This might sometimes require a change of attitude by heads of departments and by chief technicians.

The principle should be stringently applied in that, however minor an academic may be, the need for a new piece of equipment

should be justified not only by virtue of its proposed application, but by demonstrating unequivocally the unsuitability of items already available.

This implies that departmental committees would have a strong influence on all orders for expensive equipment. Furthermore, regulations requiring whether departments should be more rigorously adhered to, I would suggest that the time is ripe for the Government or a private firm to set up a national agency for selling secondhand major equipment. It would not be necessary for the agency to hold the equipment, only to store technical details about it, including its sale price, probably on a computer.

With the exception of very specialized courses, a minimum number of, say, ten students should have been enrolled for any course before it is started. Similarly, the number of final year options and projects offered to the students should be diminished so that, say, at least five students should be involved in each; the number of locations of industrial placements for training during courses, especially abroad, should be

limited to save travel expenses of the academic staff to visit the students. Much less use could be made of outside lecturers in many courses, particularly when local staff could be available.

All travel, even of senior academic staff and examiners, should be paid at the second class rate. Scrap paper should be collected and sold to borough councils. This would require segregation of paper and other refuse, which would not be particularly difficult. It could be a considerable source of revenue. Greater efforts need to be made to prevent stealing of library books and journals, which is a constant source of loss.

In many large firms, financial incentives are given to staff, when they suggest ideas to increase production or save costs. There is no reason why students and staff in institutes of learning should not be encouraged thus to put forward their own practical suggestions to save money.

Harold Hillman

The writer is the Reader in Physiology at the University of Surrey.

Don's diary

Monday

About my only claim to academic distinction lies in my ability to secure working conditions with superb views. Teaching in a school and on an adult education programme in the eastern part of Jamaica in the early '70s, my classroom looked out through waving coconut palms and banana trees over the Caribbean Sea.

My room at the top of the arts building of the University of New South Wales in Sydney, my first job had a panoramic view of Randwick racecourse, one of the biggest in Australia.

Now, as a part-time lecturer for one year at Portsmouth Polytechnic, my room has a bird's eye view of the town and the sea front with the masts of HMS Victory clearly visible. Even better, the building overlooks the United Services cricket ground, one of the Hampshire county pitches. Little did I think when I paid my half-crown to enter the ground as a small boy that one day I would be able to see every ball bowled from my office.

Tuesday

Taking over another person's office for a year is almost like living in somebody else's home, an endless succession of small discoveries where the paper clips are, how to open the filing cabinet without dislocating your wrist and discovering the intricacies of the phone system. A room tells you a lot about a person's character and sometimes wonder what the lecturer whom I am replacing for a year is like. One thing about him which commands my respect, even though I have never met him, is that he is blind. When I am teased by the pupils at my job, I often think of how much more difficult it must be to work without sight. Organization is obviously one of the keys to the room-owner's success and I am filled with admiration by the piles of lecture notes and the signs of carefully marshalled routine. Problems exist in areas which the normal lecturer takes for granted, for example, marking essays when a raft of helpers reads them to him and mark his comments. A large note in the cleaner not to move anything out of place, even by inches, suggests yet another difficulty which has to be overcome.

Wednesday

Another large consignment of bumph from the Open University arrives through the mail. Although I have only been a tutor-counsellor since November and have only seen my students once so far at an induction meeting, half a shelf in my study is already growing under the weight of Open University material. The Open University is well aware of the problem, judging from written comments that I have seen and the people I meet, but there seems to be no way round the morass. I am already into Open University jargon. Failure to receive anything is due to "a bottleneck" but today's mail contains an even better phrase. The reason why my students have not received a letter on summer school arrangements is, another tutor informs me, because we are "a casualty of the resource crisis".

In fact, the OU still has a pioneering spirit that I find refreshing, compared with the gloom in many other British academic institutions, weighed down as they are with financial problems. Certainly, when working abroad, the OU was one British educational venture that received almost continual praise.

Thursday

The lot of a former educational correspondent is a strange one. Having covered Australia for the THES and the TES for nearly four years, my name was on most educational groups' mailing lists. Despite a nice letter and repeated phone calls before leaving, I still continue to receive press releases from many of them. It's like Time magazine. Once your name is on their files, even

though your subscription has lapsed, they never let up.

I remember too my only "scop". It was the first ever interview given to the press by Margaret Guilfoyle, the caretaker minister of education after the Labour government of Gough Whitlam was dismissed in controversial circumstances in November 1975. Australia was front page news for a while but my article got lost somewhere between Sydney and New Printing House Square. By the time it was found, Margaret Guilfoyle had changed ministries in a surprise move and the article was useless.

Friday

Two events in recent days have spurred me on to do more writing. The first is the chilling news that the death toll in Northern Ireland has reached 2,000. I resolve, therefore, to finish the revision and extension of my PhD on British attitudes towards the province since 1968. I feel sure that the growth of anti-Irish feeling in Britain (witness anti-Irish jokes and cartoons) is a major block to British comprehension of the crisis.

The second comes out of a century that I held on the First World War during which a small group of students stated that they had never met anybody who fought in 1914-18. Suddenly I realized that most of the survivors of that conflict are in their early eighties at the very least. How I admire the few historians, such as Martin Middlebrook, who have done so much to record the experiences of these veterans. I think with guilt of my own lack of writing in this regard—one small interview with a survivor of the Battle of the Somme.

Saturday

One of the biggest mysteries of my life is the number of books that I manage to collect. It's not just that they are my tools of trade or that I am a compulsive bookish but how do I manage to amass books on subjects that I have no interest in whatsoever?

The biggest surprise so far has been a slim grey book, entitled *Social and Economic Development of Bulgaria 1944-1964*, published by the Institute of Economics, the Bulgarian Academy of Science. The book opens with the resounding statement: "After the triumph of the socialist revolution in 1944, the Bulgarian people have been boldly and confidently marching along the road to socialism." I have never been to Bulgaria and have something of an ignorant and chauvinistic prejudice against the place, although I love many of the countries surrounding it. How did I obtain such an obvious bit of propaganda, complete with glowing footnotes to speeches by N. S. Khrushchev (since deleted). I feel sure, from subsequent editions?

Sunday

While washing up, I gaze across the green at our local village school. At the moment, it has something like 40 pupils on its books but I wonder how long it will continue. So many small schools in Wiltshire and other counties have closed that it must be somewhere on a chopping list.

The date on the wall—1833—indicates another problem: so many of these schools need urgent repair and alterations. The crux of the matter seems to be the continuation of village life. I very much hope that some new buildings will appear but more in keeping with the architecture and atmosphere of the village and I believe an influx of young people must only benefit the community. Change and adaptation, while preserving what is worthwhile in the past, seem to be a historical at any rate, a very worthwhile goal.

John Kirkaldy

The writer is a lecturer at Portsmouth Polytechnic and a tutor-counsellor with the Open University.

Doing more for the 'doers' in society



More control for less money

Patrick Nuttgens

And that is in the longer term important because it is what the institutions of higher education demand of people coming from school that ultimately affects the whole of the school curriculum—and therefore decides what is accepted.

table and what is not: in these words, what is given high or low status. And the fact is that in the country high status is given to the theoretical, the scholarly, given the critical, and given the scientific, the abstract, the immediate, and the useful. That, of course was the argument the polytechnics were supposed to cater for.

Put it another way, if the system of education is such that the very peak of it is to stay inside it, preferably in a prestigious discipline, one of the more prestigious universities

It is hardly surprising if monogamy is not the only form of marriage that it does not mean that monogamy is the only form of marriage that people from different backgrounds can either get there or try to get there. We have a long tradition of monogamy in our country that caters in its aim to the fundamental philosophy of marriage, which is to create a family, less than one in five of the children who go through it. For the aim, the measure of success in school is to go to a university. Why should we be surprised if we have a significant number of people who are geared to that fails to create a family and a happy society?

The only way in which education will make society more egalitarian is to reassess the content of higher education so that there is no distinction between those who are given status and prestige (i.e. money) is given to those who are not. The status and prestige of the makers and not just the thinkers and talkers.

That does not mean attacking the

thinkers in order to survive. The teachers, the doers, the providers in the technological society that we live in, the doers don't need to think or to be thinkers don't occasionally need to do something. But it does need to change and to be changed. And I think some more egalitarian understanding that the people will do things are as crucial to society as the people who talk about it.

Having started, the seventies and eighties have been a time of trying to feel my way toward the significance of the new polytechnics. I find myself starting the eighties in the mood of disillusion that I had in the sixties. But I have found my journal with a new optimism that born of the discoveries that I and other people more perceptive than myself have made during the last decade and which I am now teaching in my journal of education. A manifestation of that (and one with which I am closely associated) is a quickening growing group of people under the banner *Educators for Capabilities* who are working together in the last year and throughout the decade ahead. It is I suppose even possible that something quite major will happen in the aims and practices of education in the next few years. I am returning to it in a future column.

Waiting for the bad news from Flowers

that Lord Flowers has determined he will cut through this Gordian knot with a few direct and simple slashes. This approach seems too much like a rush to report and, indeed, many people feel that Lord Flowers and his six-man committee

And made up their minds to do so before they began to jake evidence from individual schools.

Yet it is clear that same act is now vital and one can only regret that the passage of a previous unimplemented reports which have tried to rectify London's medical teaching crisis. The last of these, the Todd Report, recommended the integration of several schools with the major universities and the merger of the others. It may not have been the best of courses but some action was infinitely better than none. As it is, the now imminent crisis of Flowers threatening to excommunicate

Having started the seventies in tentative but optimistic manner, it is interesting to feel my way towards the significance of the new polytechnics, and find myself starting the eighties on a

in the mood of disillusion that keeps reading about in high class journals but with a new optimism about the dissemination of the best of the world's literature. I am more and more convinced that my country has made during the last decade and which have to do with the nature of education. A manifestation of that (and one with which I am closely associated) is the growing tendency to make under the name *Education for Capability*. It is going to be heard of a lot more this year and throughout the decade. It is I suppose once possible that something quite major will happen in the tens and hundreds of millions. The subject I hope will return to in a future column.